

**MOTIVATIONAL PRACTICES AND TEACHERS' PERFORMANCE IN PRIVATE
SECONDARY SCHOOLS IN MBARARA
DISTRICT, UGANDA**

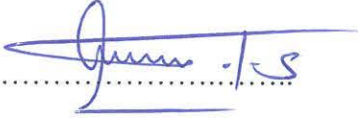
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**A RESEARCH DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN
EDUCATIONAL MANAGEMENT AND ADMINISTRATION
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APRIL, 2018

DECLARATION

I, **SILAJI TURYAMUREEBA**, hereby declare that this research dissertation is my original work and has never been submitted to any institution for any award.

Signature 

Date 13/04/2018

APPROVAL

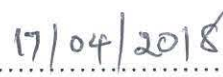
The following Research dissertation by Silaji Turyamureeba has been under our supervision and is ready for submission for the award of a master's degree in educational management and administration of Kampala International University.

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DEDICATION

I dedicate this work to my beloved parents Mr Umar Bangirana and Mrs Saidat Komugasho for their sacrifice towards my wellbeing and education. They supported me tirelessly from the commencement of the course through struggles to completion, may Allah reward them paradise.

I also dedicate this work to AL Hajji, Sir Hassan Bassajjabala for his parental love and mercy to sponsor me to undertake this course, It was through Allah that his bursary enabled me to study till completion, may Allah reward him with paradise in this life and here after, amen.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
DDP	District Development Plan
DEO	District Education Officer
DOS:	Director of Studies
HOD:	Head of Department
PLCC:	Pearson's Linear Correlation Coefficient
PTA	Parent, Teachers Association
UTA:	Uganda Teachers Association
ESC:	Education Service Commission

ABSTRACT

The study was about motivational practices and teachers' performance in private secondary schools in Mbarara District, Uganda. The study aimed at; assessing the relationship between adequate fringe benefits and teachers' performance, establishing the relationship between administrative support and teachers' performance and examining the relationship between physical work environment and teachers' performance. The cross-sectional and descriptive survey designs were adopted on a sample of 214 comprising Board of governors, PTA Chair persons, head teachers and teachers from selected private secondary schools. Data analysis involved use of descriptive statistics and of Pearson correlation coefficient to determine the relationship between motivational practices and teachers' performance. Descriptive results revealed that performance of teachers and administrative supports were good while fringe benefits and physical work environment were poor. The findings of the study showed that there was weak statistically positive significant relationship between fringe benefits and teachers' performance. The findings also showed that there was a statistically positive significant relationship between administrative support and performance of teachers. Further, the findings revealed that physical work environment statistically had a positive significant influence on teachers' performance. Therefore, it was concluded that fringe benefits were not the most important motivational practice required to improve performance of teachers while administrative support and physical work environment were most appropriate for the performance of teachers. Thus, it was recommended that school authorities should provide fringe benefits and emphasise on providing administrative support and appropriate physical work environment.

CHAPTER ONE

INTRODUCTION

1.1 Back ground to the study

The study is about motivational practices and teachers' performance in private secondary schools in Mbarara district. This chapter explains the historical, theoretical, conceptual, contextual backgrounds of the study. It also gives the conceptual framework, Statement of the problem, purpose of the study, objectives of the study, research questions, scope, and significance of the study.

1.1.1 Historical perspective

Teachers' performance globally has been a point of concern since teachers play multiple roles in the schools to mould the elite generations for different government organizations and departments (National Education Association of USA 2008). Guidelines for the roles and responsibilities of teachers have been set in place but still teachers' performance in USA is not yet at the required levels, (Dunwell, 1986). It is a conviction of all stakeholders including parents, policy makers and education managers that the solution to improving education is in through hiring competent teachers who are effective in their teaching job (Darling-Hammond, 2010). The crucial role of teachers is in the nurturing of young people to face the future with confidence and with purpose and responsibility (Mayer, 2013). Dunwell (1986) contends that lack of qualified teachers has a negative impact on the organizational structure of schools.

In Africa, countries like Cameroon, Kenya, Nigeria among others value teachers' performance as vital to students, provide institutional materials, and train future leaders among others (Everard 2004). Kenyan and Mulwa (2004) assert that school headteachers ought to recognize and develop strategies for the motivating teachers and students' involvement in decision making and some aspects of school management. This is so because if this is not done his/ her ideas and decisions are likely not to be implemented properly, leading poor teachers' performance. As time elapses, teachers became less interested in attaching great value to maximum performance. Emojong (2004) also examines some of the

factors affecting teachers' performance in-service training programs in secondary schools in Uganda. Motivational practices have significant effects on teachers' performance of secondary school in the Lango sub-region, Uganda (Okwir-Okulo 2006). Regardless of later studies on factors affecting teachers' motivation (Mumanyire, 2005) and effect of motivational theory (Ouma,2007), teachers' performance is still poor in private secondary schools in Mbarara district (DPP 2010-2015).Therefore this research study was aiming at covering this gap through motivational practices.

1.1.2 Theoretical Perspective

This study was guided by Herzberg's (1986), Two-Factor theory of job satisfaction or dissatisfaction. The theory assumes that there are factors which cause job satisfaction and those that cause job dissatisfaction. Herzberg in his study revealed that employees are influenced by two factors that include the motivators and hygiene factors. He came up with the hygiene factors like allowances, promotion which may cause dissatisfaction when they are not controlled, for example allowances in this case. Herzberg hygiene factors create a suitable work environment though they do not increase in satisfaction. For instance low pay can cause job dissatisfaction which will affect employees' performance. Hygiene factors are essential to make sure that the work environment does not develop into an irritating situation

The theory informs this research study as it relates to teachers' motivators (satisfaction) and demotivates (dissatisfaction). For instance this study looked into adequacy of fringe benefits like recognition, achievement, administrative support, physical work environment and how they can influence teachers' performance. Typical hygiene factors for this study (also called extrinsic factors) are allowances, among others that may bring dissatisfaction among teachers to affect their performance. Motivators create job satisfactions which include achievement, recognition, autonomy and other intrinsic aspects when they are fulfilled which this study sought to ascertain. Motivational factors are correlated to work content, whereas hygiene factors are correlated to work environment.

To improve job attitudes and productivity of secondary school staff, secondary school administrators must recognize and attend to both sets of characteristics but assume that an increase in satisfaction leads to decrease in dissatisfaction (Griffin, 2008).

1.1.3 Conceptual Perspective

Motivational practices are practices that arouse one's desire to achieve a goal, combined with energy to work towards a goal (Musazi, 2006). Motivational practices according to this study is defined in terms of fringe benefits, administrative support and physical work environment. Fringe benefits are benefits which are non-wage payment given to the secondary school teachers by the school management. These may appear as pensions, praises, recognition, life and health insurance, transport allowance, leave, company cars. In this particular study fringe benefits are to be measured in terms of allowances, recognition and promotions. Besides, fringe benefits allowances are additional payments paid to the workers above the basic pay. Longman dictionary of contemporary, English (1999), defines fringe benefit as an amount of money or something paid to the worker, regularly for special reasons. Cushway, (1999) states that fringe benefits are additional payments beyond the basic pays like pay raise, over time pay and payment by results, bonuses and profit oriented pay. He calls for the involvement of principals and other school leaders in supporting teachers' tasks and helping them in improvement of their teaching skills.

Promotion: Is the advancement of an employee from one job position to another that has a higher job title, higher level job responsibilities, a higher salary range and is associated with higher skills or experience (Heathfield, 2000). According to Cunningham & Cordeiro (2009) successful organizations promote continuous professional development throughout employees' career to achieve intended organizational and individual goals and according to Arriaza & Martin (2006), people take jobs where they are entrusted with important tasks and professional development chances that also lead to personal growth.

Administrative support means the role of administration in providing professional development opportunities to school teachers (Hirsch and Emerick, 2007) and in this study, it is conceptualized as counselling services, interpersonal relationship and staff development. Working conditions: These are totality of things that must exist or be done before people perform their duties in the civil service such as promotion, work engagement, staff

development, terminal benefits (Chang, & Kim 2011). According to Rasheed et al. (2010) physical work environment are physical resources that make teaching staff satisfied. For that matter if secondary school teachers are asked about what makes them unhappy at work, they would talk about insufficient pay or an uncomfortable work environment and policies that are limiting them of their freedom. With this regard teaching staff of secondary schools, physical work environmental factors can be de-motivating, but if accomplished vividly, fixing these factors would not motivate people to work effectively. In this study, physical work environment is defined in terms of giving accommodation to staff, safety, ICT, classrooms, textbooks and laboratories. Facilities; According to (Boyd et al., 2011), facilities refer to the physical work places of teachers and the available resources to them like class rooms etc. Safety, School safety means the school conditions that impact the psychological and physical well-being of teachers and students.

According to Armstrong (2003), “performance” is the behavioural aspect that defines the way in which organizations, teams and individuals get work done. Taken all together, Cole (1998) and Kountze (1999) contend that performance is a function of motivation, ability to cope with the task in a given environment, performance as a function of motivation, involves achieving business objectives and responsibilities from the perspective of judging party (Hersey and Blanch and, 1998). Teacher Performance on the other hand can be defined as the way in which secondary school teachers carryout out their teaching duties and are judged by their effectiveness, performance is a product of capability multiplied by motivation. Capability is the product of aptitude multiplied by training and resources (Encarta, 2009).

1.1.4 Contextual Perspective

According to Mbarara District Education Inspection Report (2015), there has been deteriorating standards of professional conduct in form of poor preparation of teaching materials especially lesson notes, lack of continuous student assessment, general poor professional performance including misbehavior in and outside teaching work. Moreover, concern for private secondary schools is that there have been declining teachers’ performance (ESC, 2012). It is possible that much as the school directors have tried to support/improve teachers’ conditions of work, the teachers have not fully attached great value to what has been

done. As such their commitment and morale could still be low which is reflected in poor academic performance of students as pointed out by ESC (2012) and other concerned stakeholders.

1.2 Statement of the Problem

Teachers' performance is very important since teachers become effective through proper preparation of teaching materials, promoting active teaching and learning processes, monitoring of school activities, maintain the blink space, are always punctual, carry out evaluation and assessment, and professional development (Rice 2013, Hattie 2003, Wenglinsky 2002, and Ball 2003). Despite the various approaches availed by the school managers like building structures, recruiting qualified teachers, adequate supervision, paying salaries in time among others in order to improve on teachers' performance, teachers still perform poorly as reported by the District Education Officer Mbarara district. This was reported in the District Development Plan for five years of Mbarara district, where poor teachers' performance was mentioned in education department among other challenges facing the district (DDP, 2010-2015).

According to Mbarara District Education Inspection Report (2015), there has been deteriorating standards of professional conduct in form of poor preparation of teaching materials especially lesson notes, lack of continuous student assessment, general poor professional performance including misbehaviour in and outside teaching work. Teachers' absenteeism is gradually rising, time management is poor, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices (Mbarara District Education Inspection Report, 2015). If poor performance of teachers is not solved, it will result into poor academic performance of students, increase school dropout, wastage of school resources and parents' complaints. Although several researchers in Uganda like Mumanyire (2005), Ouma (2007) have conducted research on poor teachers' performance like absenteeism, poor students' academic performance, teacher-student relationship, they have not looked at motivational practices as one of the factors that could influence teachers' performance. Therefore this research study based on motivational practices and teachers'

performance has been conducted to solve the problem of poor performance of teachers in private secondary schools in Mbarara district.

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between motivational practices and teachers' performance in private secondary schools in Mbarara district.

1.4 Objectives of the Study

This study was guided by the following specific objectives

- i. To assess the relationship between adequate fringe benefits and teachers' performance in private secondary schools in Mbarara district.
- ii. To establish the relationship between administrative support and teachers' performance in private secondary schools in Mbarara district.
- iii. To examine the relationship between physical work environment and teachers' performance in private secondary schools in Mbarara district.

1.5 Research Hypotheses

- i. There is a relationship between adequate fringe benefits and teachers' performance.
- ii. There is relationship between administrative support and teachers' performance.
- iii. There is relationship between physical work environment and teachers' performance.

1.6 Scope of the Study

1.6.1 Geographical scope

The study was carried out in private secondary schools in Mbarara District, located in Western Uganda. Mbarara district is bordered by Busheyi district in the west, Ibanda district in the north, Kiruhura district in the east, Isingiro district in the south west and Ntugamo district in the north. The selected private secondary schools include Shuhada'e Secondary

School, Welden School, St Annes Secondary School, Nyakayojo Secondary School, Heritage Secondary School, Mbarara Modern Secondary School, Senta College Secondary School, Pearl High School, from counties of Kashari, Rwampara and Mbarara municipality in Mbarara district western Uganda (Uganda Local Governments Association, 2014).

1.6.2 Content scope

The study focused on establishing the relationship between motivational practices and teachers' performance in private secondary schools in Mbarara District. It investigated the relationship between adequate fringe benefits like Recognition ,Allowances ,Promotions, Achievements, administrative support like Working conditions, Interpersonal relationship and physical work environment like Safety , School buildings and teachers' performance as the major content for this study.

1.6.3 Time scope

The study focused at the period of time (2013 - 2016). This is the period of time the researcher examined teachers' performance as he considered motivation and performance of teachers in private secondary schools in Mbarara district.

1.7 Significance of the Study

On completion, this study will help the Ministry of Education, Science and Sports and other stakeholders like;

Ministry of Education and Sports. The study is likely to help the Ministry of Education /policy makers basing on the recommendations on appropriate motivational practices so as to offer a competitive advantage to secondary schools.

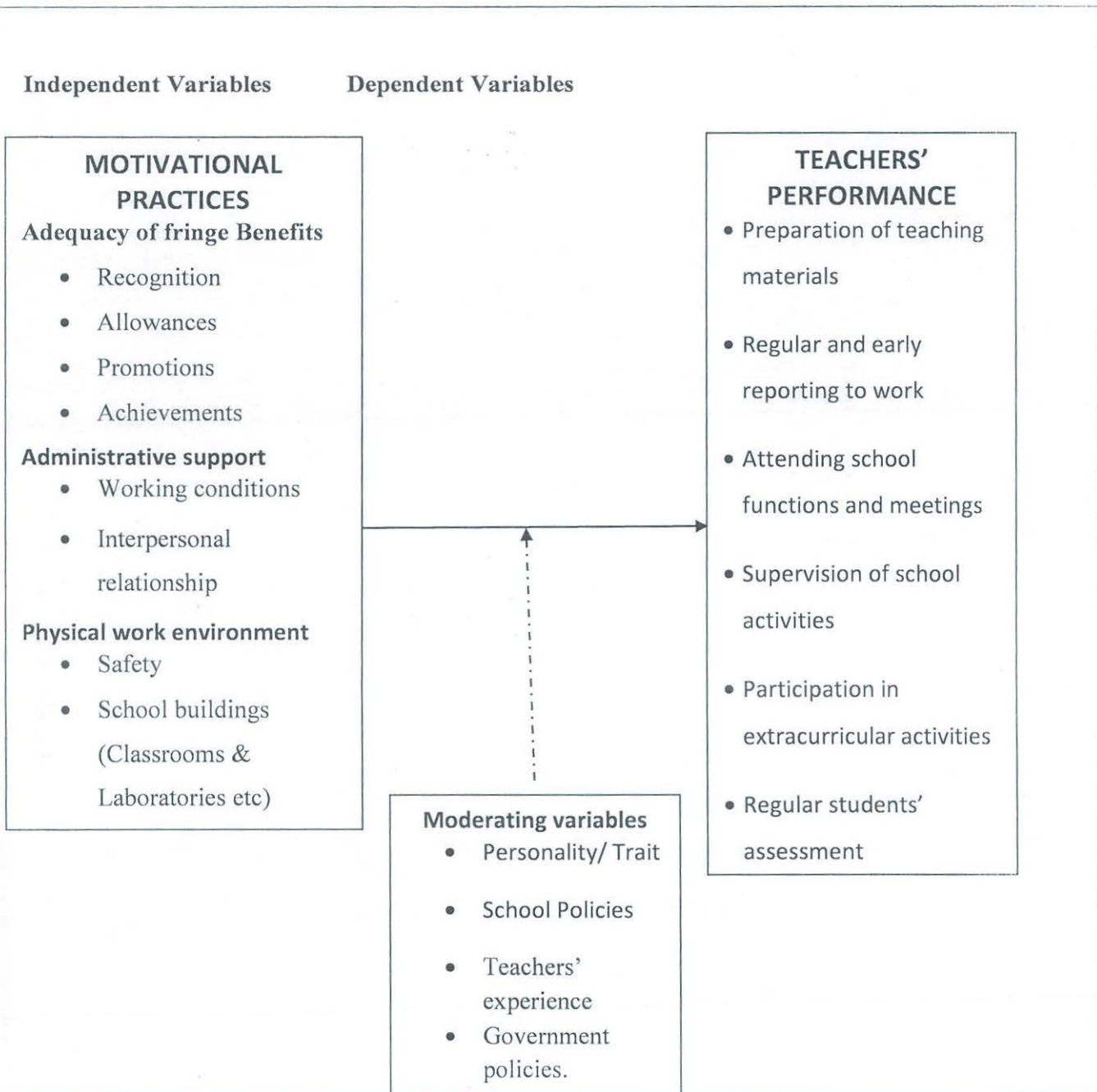
School Directors are expected to acquire motivational knowledge and skills from the study findings to support their schools to perform well through administrative support, financial support, facility support, among others so that their schools may survive in this competitive world.

School administration. School administrators like headteachers and school management are expected to use the study findings to understand different types of motivation and improving on motivation practices so as to improve on teacher performance.

Teachers. Teachers are likely to benefit from findings by understanding adequate motivational practices that should be provided by the administration.

Researchers. Different researchers are likely to benefit from this study by understanding why motivation is important and necessary in educational institutions for better employees' performance, and relating it with other scholars.

1.8 Conceptual framework



Source: Herzberg, (1959) and modified by researcher

Figure 1.0: Conceptual framework on motivational practices and teachers' performance

The conceptual framework in Figure 1.0 shows the relationships that exist between the dependent variable (teachers' performance), the independent variables (motivational practices) and moderating variables. Three constructs namely fringe benefits (promotions, allowance, recognition and achievement), administrative support (working conditions and interpersonal relationship) and physical work environment (safety and school buildings) make up the independent variable. While teachers' performance is conceptualized as preparation of teaching materials, regular and early reporting to work, attending school functions and meetings, supervision of school activities and participation in extracurricular activities. Moderating variable is broken down into personality traits, government policy, and teachers' experience.

The conceptual framework indicates that motivational practices ought to be considered in broad terms in such a way that practices relating to adequacy of fringe benefits, administrative support and physical work environment should all be promoted in the school. This will to a large extent improve teachers' performance. However it should be noted that for motivational practices to cause improved teachers' performance, factors such as school policies, teacher's personality and experience and government education policies should be favourable.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents information from other scholars, concerning the topic under investigation. It consists of literature review in relation to the variables stated in the conceptual framework; the motivational practices and teachers' performance.

2.1 Theoretical Review

This study was guided by Herzberg's Motivation-Hygiene Theory (Two Factor Theory). To better understand employee attitudes and motivation, Herzberg, performed studies to determine which factors in an employee's work environment caused satisfaction or dissatisfaction. He published his findings in the 1959 book "The Motivation to Work". The studies included interviews in which employees were asked what pleased and displeased them about their work. Herzberg found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He developed the motivation-hygiene theory to explain these results. He called the satisfiers motivators and the dissatisfiers hygiene factors, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction, (Herzberg, 1959).

Herzberg reasoned that because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction. While at first glance this distinction between the two opposites may sound like a play on words, Herzberg argued that there are two distinct human needs portrayed. First, there are physiological needs that can be fulfilled by money, for example, to purchase food and shelter. Second, there is the psychological need to achieve and grow, and this need is fulfilled by activities that cause one to grow, (Herzberg, 1959).

Implications for Management

If the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs.

According to the researcher the theory guided this study on what causes satisfaction and dissatisfaction among teachers in private secondary schools in the area of the study.

2.1 Fringe Benefits and Teachers' Performance

Longman Dictionary of Contemporary English (1999) defines fringe benefits or top up allowances as additional payments paid to the workers above the basic pay. Actually fringe benefits are incentives which are given as extra payments outside the basic pays like pay raise, over time pay and payment by results, bonuses and profit oriented payments. For that matters and for a long time, teachers' payments have been poor. Teachers many times have voiced out their dilemma to management through diverse establishments and associations. Kachope, (2000) noted that in 1994 the Uganda Teachers Association (UTA) advanced the matter of small pay in a manner that vividly exposes the teachers' underprivileged situation. When it comes to fringe benefits, secondary school teachers have to go without company cars, subsidized medical facilities, mileage allowances, house loan schemes and other allowances that improve the lot of other professions and private section (Kachope, 2000).

In developed countries like USA, teachers are motivated by being provided with incentives such as, huge salary incentives, transport resources, extra holiday time to travel abroad, as well as child and housing allowances. But in the meantime even if Uganda may not be as good as the USA, child allowances, housing and loans might promote teachers' performance. Besides, in secondary schools, teachers get allowances from PTA which is allocated to each member of staff depending on the duties performed or tasks held by each member or after a staff attaining an academic advancement on outstanding performance in school activities like sports and drama, (National education association of USA, 2008).

Majority of the fringe benefits in schools range according to the work done, nature of the activity, demand, competency and competence skills required which differ from individual to

individual and from institution to institution (Wilson, 2009). These may be in form of leadership allowances, responsibility allowances, duty allowances, overload and overtime allowances, recognitions and promotions. Nonetheless, their adequacy and provision in time have an effect on teachers' performance in schools. Some of these fringe benefits are linked to seniority, status and responsibility, while in private schools the payment of benefits depends on cooperation with the boss, status, availability of students and funds (Wilson, 2009).

Recognition. These are measures set by the school administration to manage teachers and acknowledge their achievements, through morale boosting to add value on their status, professional skills, so as to improve on their performance. Administration can praise, give thanks, and pay special care to teachers, (Nisbet and Greene 2013). It can be as a result of perceived value and the teachers' behaviour, which are all missing in the area under the study. When teachers' working conditions are improved, they become firm and feel respected, get morale to increase on their daily inputs in the school in terms of teaching load and time for other school activities, society recognizes teachers with due respect for their work. This actually improves on teachers' image in public, (Tudor-Craig, 2002).

Different Scholars like, (Otieno, 2010), (Siringi, 2010) and (Karugu & Oyaro, 2010) consent that low promotion, lack of opportunities, for advancement and recognition of teachers has caused general difficulties in the teaching profession in different parts of the Kenyan. Some secondary and primary school teachers were partly unsatisfied (Kamau, 2003) and (Ngalyuka, 2003). Observations on teachers' working conditions were made and found out that lack of respect, poor facilitation and lack of appreciation of administration make some teachers to lose hope in their schools' administration work. In some parts of Sub-Saharan countries, different schools do not help teachers to improve on their professional skills. Their observations concluded that the teaching profession was neglected and much would be done to morale boost teachers to handle their work with ease, and achieve their careers' expectations in many African countries. Teachers' recognition is reflected in many ways, like thanks, giving gifts, increment in salary, promotions at school, giving allowances to teachers, (Bennel, 2004) and (Kagoda, 2010).

This study finds support from the two factor theory of motivation. According to Herzberg (1986), he mentioned two levels of motivators for different workers. He identified the two levels as 'hygiene' and 'motivation'. To him, each level provides different purposes for a teacher in this case (worker). Apart from earning money, teachers have got reasons for working as per expectations, like recognition and promotions. Therefore school administrators take concern to create a smooth teaching environment, if teachers are to achieve their objectives that would lead schools to achieve their set goals. According to Andrew (1988), research was made from north central association's community colleges that concluded that there are key core factors in recognizing workers and programs as follows; Studies have shown that when teachers are motivated, they work hard with ease leading to the growths and development of schools by achieving their set goals, especially among the school administrators, but once they neglect their administrative duties, schools cannot attain their goals as planned by the schools' directors.

Allowances. Sometimes school administrators give gifts to motivate those who have excellent performance at work. The allowances work as the appreciation of the directors towards the teachers. For example, the headteachers will give gifts in staff meeting to the workers who did a great job in perfecting their duties, this fits in education as well (Wilson, 2009). Allowance given may inspire teachers to work hard and encourage them to attain better results in conducting their duties, at the same time to accomplish their schools' goals (Wilson, 2009).

Promotions: Promotions usually occur in teachers' career because school administrators decide on which teachers should be demoted or promoted. They pick the teacher with certain skills such as experiences in teaching and abilities based on seniority (Marinak and Linda, 2000). For example, senior teachers who work for so long in the school are chanced to be chosen for better positions, like HOD, DOS, and Headteacher among others. There was poor policy of promoting teachers in secondary schools in Kenya, it was so unfair in that different teachers were not catered for, and this brought concerns among secondary school teachers and school administrators as to which criteria could be used and the positive role of the promotion

process.

Further announcements for promotion and selection of teachers for promotion were unfair (Shiundu & Manduku, 2010). Such problems were announced by the ministry of Education in Kenya and report from Sector of Integrity which indicated slow and unfair promotions of teachers in schools (Transparency International, 2010). According to Levine (1987), conducive environment is vital in the teaching and handling administrative responsibilities in schools, a combination of these variables expand teachers' powers of authority and movements which enables learning processes. The above can be clear based on fair promotions of teachers to such administrative positions, (Simmons, 2004). Some teachers acquire administrative positions due to their skills, experience, good personalities that may occupy few teaching posts that exist in schools, leading to low upward mobility in the schools. (Sang 2010 & Okumbe, 1999), have indicated that appointing headteachers in Kenya's' secondary schools, was done based on years of service which demotivated hard working teachers that had not acquired enough experience from pursuing promotions to key administrative positions.

Because of promotions, some teachers are inaccurate to get roles which motivate them at different positions in the schools responsibilities; hence removing negative reaction mechanism where teachers are dissatisfied with their roles and current job positions in schools. Research conducted on Promotion opportunities for teachers have indicated that teachers pay less attention to their teaching profession once unfair promotions occur in schools. In addition to the above, the use of such methods in promoting all teachers irrespective of their fundamental differences, such as school types, regional, school culture or historical diversities, among other issues, may affect teachers' morale in schools, (Otieno, 2010), (Siringi, 2010), (Karugu&Oyaro, 2010).

Achievement: According to Deci (2000), an achievement can be gifts, appreciation, or rewards that drive individuals to accomplish a challenging task to attain certain goals. Some teachers look for challenging tasks, moderate tasks or low tasks to achieve their set goals. When one sets a program for attaining certain goals, the effect of difficult goals is higher than the level of individual performance. However, individual differences may also affect teachers from achieving their set goals as well. Bennell and Akyeampong (2007) asserted that some

individuals do become more confident in executing their own duties when given opportunities to progress in their careers, but feel demoralized when missing some of the external support, tools, and training to allow them to excel in their duties, which affects performance of the organizations. Skills and experience of individuals at work are very important achievements as they identify their career opportunities. While assessing individuals' capabilities and opportunities, teachers who were experienced but failed to advance in their careers, reduced their input in school work and concentrated on their farms, families, particular interest or alternative supplementary careers, (Hargreaves & Fullan, 1996).

Different teachers have different expectations at work which affect their performance in schools unless the school administration intervenes to assist them achieve their dreams. Some teachers can realize their development or competences that are being expanded by experiencing personal growth while others sense over exploitation and oppression at work place. They later decide to maximize or minimize their efforts, like satisfying their skill potential, or expanding their competences, (George, 2014). According to Nisbet and Green (2013), workers play significant roles in supporting and maintaining the schools' performance standards. Institutions or schools which offer benefits are likely to be on safe grounds evidenced by competency of individual teachers, performance indicators and, drive attraction, participation, commitment and high performance at the workplace.

2.2 Administrative Support and Teachers' Performance

Administrative support refers to the schools' effectiveness in motivating teachers, students' discipline, school curriculum, instructional methodologies and change to the school environment, (Borman & Dowling, 2008). According to Jantzi & Leithwood (2006), effective administrative support plays important roles in school leadership, students' discipline, academic work, guidance and counselling practices and four dimensions, which are a vision of building school, development of goals and priorities, motivating staff and development of a collaborative school culture. According to Loeb et al. (2005), administrative support plays fundamental roles in schools survival that leads to good academic performance of students, effectiveness and efficiency of teachers in schools and once it becomes inactive, the reverse

becomes true. In this argument, Luekens (2004) also realized that some teachers have left teaching profession due to lack of administrative support as they seek assistance from them but all in vein.

Weiss (1999) urged that administrative support is a vital factor in teachers' motivation in most secondary schools. Investigations done by public schools of New York found out that administrative support plays important roles in teachers', retention, (Lankford, and Wyckoff 2009). Furthermore, qualitative studies have found great administrative impact on teachers' performance, some turn to do other world tasks like farming and bodaboda riding once they are neglected by the schools' administration, (Worthy, 2005). According to Liu & Meyer (2005), school leadership has significant roles on teachers' job satisfaction that positively affect both students and teachers' performance. Different studies have shown that administrative support contributes on teachers' job satisfaction as they stay longer in schools (Ingersoll, 2003) and (Smith, 2009). Research has indicated that school administration is responsible for motivating teachers which creates job satisfaction, (Shann, 1998). According to Fenwick & Pierce (2002), the contemporary principal should behave well, encourage effective communication, and look like an instructional leader as well as becoming a model to all teachers. Studies have found out that a good relationship between staff and their supervisors or principals has positive impact on teachers' productivity and staff loyalty. The work of the principal of a school is very vital in the teaching and governance of a given school. Principals or headteachers are the main leaders who handle the schools' operations and are responsible for the growth and development of teachers' careers in schools. Studies have revealed that for a school to succeed, its principal has to work hard by promoting team work and public relations for the school to achieve its set goals. He/she must be influential to bring positive impacts on teachers' behaviours at work and their intention to stay in teaching profession. Both teachers and students can enjoy the efforts of a right school principal or get problems caused by the managers' poor interpersonal skills that affect the school's administration and students' enrolment (Minarik, & Perreault, 2003).

Interpersonal skills play a vital role to both managers and teachers through building trust at workplaces, and cooperation of teachers among other members in the school. This arouses team work and accountableness, which enable staff members in executing school activities. Effective communication in schools creates team work, while ineffective communication may result into wastage of resources, (Alderfer, 1969). Working conditions: Smith & Ingersoll (2003), have urged that some teachers leave their jobs due to poor working conditions like lack of meals, poor facilities in schools, poor school administrative support, students' indiscipline, lack of students' motivation and poor decision making processes while executing school programs like teaching by the teachers, school governance issues, staff salaries among others.

According to Robin and Henke (1996), working conditions facilitate important roles in a school's abilities to achieve their set goals. Schools which are able to offer good working conditions like houses for teachers, staff allowances, a safe fence, pleasant class rooms, supportive administration, adequate compensation and working environment are better and able to retain good teachers, attract others and motivate them to perfect their designed duties in schools. Good working conditions are vital to both students and teachers, as they morale boost them and affect teachers' zeal at work, hence enough doze can be given to students. Large class sizes may disrupt students' attention, hence making both teaching and learning processes difficult. Studies have revealed that teachers working conditions are vital as far as the job is concerned, irrespective of where one works. For example, salaries of teachers tend to be very low compared to those earned by other qualified individuals in other professions regardless of the type or location of the school. Working conditions for teachers such as job security, school safety of staff vary widely from school to school. In addition to teachers' working conditions in general, there is a need to understand the schools types that tend to have desirable conditions to attract both students and teachers (Susan & Choy, 1996). Interpersonal relationship: Good staff relationship is very paramount as it promotes both social and professional harmony among teachers and other members at school. The social and professional relationship of teachers creates team work that enables schools to achieve their set goals, hence surviving in this competitive world (Boyd et al., 2011). Teachers feel well when they work together in handling their responsibilities towards improving of schools objectives and improve students' learning, there by enticing teachers to stay for long in schools (Allens et al. 2009).

Several studies have found that there is great sense in teachers relationship with their colleagues which also has an impact on their staying intentions in school (Glaser, 2003). Work engagement is a motivator that boosts teachers, evidenced by dedication, vigour and absorption. Such teachers enjoy problem with ease, exhibit mental resilience, they are always patient, and engrossed in their usual activities. Research on work engagement was conducted in business settings, while studies of work engagement in education of teachers revealed teachers exhibit a lot of patient, satisfaction, monitoring, and effective teaching (Mullins, 2002).

Teachers work engagement can partly be influenced by school administrators like headteachers, PTA Chair persons, and results into proactive work behaviours that promote seriousness among staff members to increase on service delivery. If headteachers fail to motivate their teachers, the reverse is always true. According to work engagement model, job resources like materials, job demands affect teachers' development at work. Job resources in this case, are physical, psychological, social, and organizational features that reduce job demands, and enhance teachers' abilities to achieve their teaching objectives, and later for the schools to attain their set goals, stimulate personal growth, learning, and development (Musaazi, 2006). Job resources increase work engagement for managers like autonomy, respect, performance feedback, supportive colleagues, and supervisory coaching. Job resources partly include the quality of their relationships with their peers in the teaching professional. It can be obtained from organizational structures, via social and interpersonal relationships, from the school organization (Analoui, 2000). According to Amin (2005), there are other factors like personal resources that may also build work engagement. Personal resources may include self-efficacy and optimism, and individual characters that can be natured to improve on work performance. Communication among staff is vital as it encourages different ideas with other members in the community, using an assortment of methods, such as word of expression, gestures or signs, voice tone, facial expression and body posture (Akah, 2010). Interpersonal skills and knowledge are very crucial factors since they are taken as the lifeblood of institutions like secondary schools and effective communication improves effectiveness, facilitates teamwork and operational efficiency. Because there is no motivation, inter personal relationship of teachers with administrators is always poor in the area of the study hence affecting teachers' performance.

2.3 Physical Work Environment and Teachers' Performance

According to Ingersoll and Smith (2003), some teachers leave schools due to lack of physical work environment which includes school facilities like the libraries, enough classrooms, laboratories, computer facilities, safety facilities in schools, accommodation like houses, teaching aids like text books, chalk boards, pens and any other item which always make the process of teaching-learning easier and possible. Ingersoll (2001) claims that motivated teachers can teach in different areas which make students capable to learn in spite of the school settings. Sometimes it's true that whether teachers endeavour to teach well or students try to learn as much as they can, the environment surrounding them matters. It implies that the school environment itself has a largely unavoidable potential impact/ active contributor to the teaching and learning process.

There are different facilities in each school besides classrooms that can contribute on the measures for teaching and learning processes. For instance, for learning to take place, learners must have total access to necessary information materials like textbooks and resources like laboratories. They have to use both tangible and intangible materials and resources. And administrators of institutions must take concern to increase the levels of teacher' performance. Gurney (2007) noted that in London, for successful teaching and learning processes to take place in schools, physical environment such as clean, quiet, safe and comfortable buildings must be in place, healthy and motivated teachers' must be armed to execute their roles. Some schools have buildings that are not properly maintained, which have the potential to inhibit teachers' and students' success due to several deficiencies in the facility. Lack of school facilities can impede teacher effectiveness and student success. It was noted that some of the schools have facilities of poor quality which has an effect on students' attitudes in schools. Teachers' self-esteem, schools' security, students' comfort, and also pro-social behaviours can be as a result of physical environment in schools which in turn affects the learning, teaching, and achievement. Such information indicates that there is close relationship between the physical work environment, students' academic work and teachers' performance (Schneider, 2003).

Mulkeen (2005) reported that scarce resources in schools also contribute to teachers' job dissatisfactions. According Mulkeen (2005), a certain number of teachers in Ghana never had access to basic resources like buildings among others. Some teachers had to use their own money to add such materials in their classrooms. Furthermore, some teachers reported that they do not have sufficient textbooks and even the available text books are in poor conditions. Resources such as photocopying machines or materials become considerable part of teachers' tasks, but some schools buy some of them while in poor states, among others and demoralized teachers have to run to their families, friends, and private resources so as to borrow or reproduce the materials, (Mulkeen, 2005). Some incentives like Myriad have impacts on teachers' performance or their effectiveness but most of their work takes place in specific places, or physical locations (school buildings). For instance the type or quality of that location place can have an impact on the teachers' abilities to teach, morale boost teachers, provide health and safety work place for teachers (Mulkeen, 2005).

Safeties of the Schools are the school conditions that bring both psychological and physical comfort and discomfort in students and teachers as well. School Safety, can be indicated by a number of factors such as classroom cleanliness and students behaviours that can either cause peace or violence in schools, (Dinkes, & Baum, 2009), (Furlong & Mayer, 2010). Teachers', parents' and students' perceptions was measured based on schools' safety and administrative control (Loper & Cornell, 1998). Some studies have shown that schools with little challenges can provide good working environment or conditions for teachers to execute their duties with ease, (Duke, 2002). On a different side, schools administrators that don't struggle to improve or maintain safe environmental conditions in their schools usually have difficulties in retaining teachers (Wyckoff, Loeb, Ronfeldt, & Boyd, 2010).

School buildings (class rooms and laboratories): According to Perencevich (2004), school administrators must work hard to increase on schools' productivity and provide conducive conditions at workplace in the following ways; "A building can positively affect ability by providing comfortable ambient conditions, by enabling individual control and adjustment of conditions, and by reducing health and safety risks. Negative impacts on ability to do work are associated with conditions that are uncomfortable, distracting, hazardous or noxious" "A building can positively affect motivation by providing conditions that promote positive

affective functioning, psychological engagement and personal control. Moods create the 'affective context' for thought processes and behaviours that are directly tied to motivation" School buildings can provide equitable and favourable working conditions that reduce health problems and safety risks that affect both students and teachers' performance".

Despite the great roles of school administrations to provide good working conditions for teachers, like setting school buildings, among others, serious challenges have been, particularly in private secondary schools. Several factors have impact on the quality of the school building, affect teachers' performance which contributes to educational outcomes (Muijs& Reynolds, 2005). In a comparative study in Uganda, Zambia and Nigeria studies have proved that there is great change in the schools' resources and physical facilities available in the teaching and learning processes. Studies conducted in public schools study have found out that, sitting for the same papers like Uganda national examinations, are always possible due to the financial and material support from governments.

Some of these schools were not equipped, as they did not have the important necessities, such as enough classrooms, school offices, furniture or desks, stocked library or textbooks, functional latrines, among others. Schools' facilities like laboratories, libraries, workshops, chemicals, working science equipment and functional apparatus have an impact on teachers' performance in private secondary schools in Mbarara district(Rothstein, 2010).Studies by Ogari (2011) found out that in instances of the under development of school facilities there were high incidences of teacher attrition attributed to dissatisfaction. This was a great factor which demoralized teachers and caused them to leave the service in pursuit of better employment opportunities. The study found out that the advent of new ministries and related public and private bodies had seen many teachers leave the profession and a closer enquiry showed that majority of them taught in rural schools which were ill equipped thus the correlation between lack of facilities and dissatisfaction leading to poor performance. Many studies have shown that school facilities are associated with teachers' performance and career achievements (Walker & White 1988). Some teachers who get enough resources and facilities in schools, are more likely to keep and stay longer in their schools (Boyd et al., 2011).

2.4 Gaps identified

Much has been documented on motivating workers or employees through fringe benefits, administrative support and physical work environment especially in developing countries. It has been observed that such motivational practices have a strong positive relationship with teachers' efforts to perform better and succeed in their teaching work. However little has been researched about motivational practices and teachers performance in the Ugandan and Mbarara context. Moreover few of the literature does provide details under which teachers are motivated in terms of fringe benefits, administrative support and physical work environment and how this influences their performance. The researcher was interested in this research to fill these research gaps by localising the study to Mbarara district.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research design, study population, sample size, sampling techniques, data collection instruments, quality control, data analysis, limitations/delimitations and ethical considerations.

3.1 Research Design

A research design is a plan showing how problems under investigation are solved. This study adopted both cross-sectional and a descriptive survey designs (Ngechu 2004). The descriptive research design was used in this study because it allowed the researcher to describe the traits of the selected phenomenon and it involves the collection of data without manipulation of variables (Kumar 2014). Whereas cross-sectional research design aims at collecting data at a cheaper cost and at a certain point and generalizes results of the study study Population (Saunders 2009). These research designs helped the researcher to collect and analyze data from the field (Neuman, 2003).

3.2 Study Population

The study Population referred to specific components in terms of all items or people that the study was based on and to which the findings of the research were generalized (Orodho, 2009 and Patton, 2014). The study Population for this study was 263 participants who included school administrators, 16 Board of governors, 25 PTA Chair persons, 08 headteachers and 214 teachers from selected eight private secondary schools in Mbarara district.

3.3 Sample size

A sample is a small population of the study Population chosen systematically from the study area (Wiersma 1995). According to Creswell (2013), a sample of 90% of the study Population is sufficient to represent the whole population. Sampling refers to the research procedures that are used to select a given number of subjects out of a study Population. Sample size determination in the table below was done using Krejcie and Morgan's (1970) sample size determination table: see appendix VII.

Table 3.1: Study Population and Sample Size Framework of the participants

No	Category of Respondents	Population Size	Sample Size	Sampling Technique
2	Board of Governors	16	14	Purposive sampling
3	PTA Chair persons	25	24	Purposive sampling
4	Headteachers	08	08	Purposive sampling
5	Teachers	214	168	Simple random sampling
Total		263	214	

Source: Adopted from Krejcie and Morgan's (1970)

3.4 Eligibility criteria

3.4.1 Inclusion criteria

This study only involved school administrators, Board of governors, headteachers, teachers and students who are mentally stable and above the age of 18 that consented to participate in

this study.

3.4.2 Exclusion criteria

This study excluded supporting staff members like school bursars, matrons, and cooks, security guards students in ordinary level and whoever did not consent to participate and those members who were below the age of 18yrs.

3.5 Sampling techniques

Sampling refers to the research procedures that are used to select a given number of subjects out of a study Population (Creswell, 2013).

Purposive sampling method was used to select the targeted respondents who were school administrators and Board of governors from the selected schools. Purposive sampling is where respondents are chosen by first considering their technical knowledge in a particular field. These respondents were chosen for typical and useful cases that were selected which saved time in the process of collecting data and enabled all selected respondents provide the needed data during the study. Purposive sampling was used to select school administrators and Board of governors because they were deemed to be fewer in number and had unique information on the subject matter compared to other subjects.

On the other hand simple random sampling was used to select teachers from the targeted schools. Simple random sampling is where respondents are selected irrespective of any social background or experience to get equal chances of participation in the study. This sampling method involved use of lottery method whereby a list of teachers names was generated from which only their initials were written on folded papers and put in a box. Sampling without replacement was then done until the required number per school was obtained after which the researcher visited the next school until all the sample schools were covered.

3.6 Data sources

The researcher used both primary and secondary data sources. In primary sources of data, the researcher got first-hand information by interviewing respondents during data collection by use of a questionnaire and interview guide. Secondary data sources included information already researched on like magazines, newspapers and text books concerning the needed data.

3.7 Research instruments

Primary data was collected from Board of governors, PTA Chair persons, head teachers and teachers, using structured questionnaire consisting of both open and close ended set of questions, interview guides and observational check lists, while secondary data was collected from other related sources like journals, text books etc. The questionnaire was administered to 176 respondents that comprised of teachers and head teachers while Board of governors and PTA Chair persons were subjected to an interview guide. The researcher developed close ended questionnaires for the respondents to give their opinions as per Likert scale.

3.7.1 Questionnaire

The researcher used self-administered questionnaires. A questionnaire can be defined as an instrument that collects data over a large area/sample, (Kombo&Tromp 2006). A pre-tested questionnaire with both open and close ended questions was designed and administered to the selected respondents. Those who were able to read and write were allowed to fill their responses in the questionnaire themselves, while those who were not able to read and write were helped by the researcher himself to explain and interpret the questionnaire.

3.7.2 Interview Guide

The researcher also used an interview guide to some key respondents like school administrators, so as to collect valid data from the right source. This was divided into five sections, which included the bio data section, the reliability of adequate fringe benefits, administrative support, and physical work environment on teachers' performance.

3.8 Data collection procedure

The researcher got an introductory letter from the Directorate of PGD and Research introducing him to private secondary schools in Mbarara district where the study was to be carried out. The researcher presented an introductory letter to the heads of the selected schools for the permission to carry out the study in addition to other identifications like Identification. Prior arrangements were made with School Heads when each school before the study takes place. The researcher also took time to explain the purpose of the research as well how to answer the questionnaire with the respondents for any clarification needed, research instruments were administered. Data was recorded with the help of pens, rulers and paper, while for interviews; a recorder was employed for safe custody and revision during data presentation.

3.9.0 Validity and Reliability of Instruments

3.9.1 Validity of the Research Instruments

According to Orodho (2009), instrument's validity is much concerned with establishing whether the research tools can measure what they are developed to measure. It becomes accurate and meaningful based on the research results. The researcher consulted thoroughly his supervisors and research experts to ensure that the questionnaires measure what they are intended to measure and that the observation checklist has to be valid. The instruments were then administered and used very carefully to avoid collecting invalid information. The Content Validity Index (CVI) was computed to determine the validity of the research instruments using a formula;

$$CVI = \frac{\text{Total number of items rated as valid}}{\text{Total number of items on the instrument}}$$

If the construct validity index (CVI) is 0.7 and, instruments were accepted & used (Amina, 2005). The results were as presented in Table 3.2.

Table 3.2: Content Validity Index

Items	Number of Items	Content Validity Index
Fringe Benefits	6	0.75
Administrative Support	6	0.83
Physical Work Environment	10	0.80
Teachers' Performance	9	0.78

Source: Primary Data**3.9.2 Reliability of the Research Instruments**

Reliability refers to the extent to which the constructs are free from errors and yield consistent results (Ngai 2007). If the results of a study can be reproduced under a similar methodology, then the research instrument used in the study is considered to be reliable (Asianzu 2012). To ensure reliability of the research instruments which were to be used in this study, Cronbach's Alpha coefficient value which has an index of 0.7 was applied. Cronbach alphas were calculated using the Statistical Package for Social Sciences (SPSS) version 21.0. The Cronbach Alpha (α) results are presented in Table 3.3.

Table 3.3: Reliability Indices

Items	Number of Items	Cronbach Alphas
Fringe Benefits	6	0.880
Administrative Support	6	0.723
Physical Work Environment	10	0.761
Teachers' Performance	9	0.779

Source: Primary Data

3.10 Data analysis

The data collected from Board of governors, PTA Chair persons, headteachers, teachers and students as the respondents was organized, processed and analyzed. The data collected was edited, coded and entered into the computer, Statistical Package for Social Sciences (SPSS) version 21.0 was used to generate summary in form of frequency tables, means and graphs, so as not to neglect any desired information. The quantitative data was analyzed and tabulated using descriptive statistical tools. Descriptive data was analyzed using means and standard deviations at different levels. Frequencies and percentages were also used to present data on background variables in form of frequency tables. To test or achieve the research question (I-III) Pearson's Linear Co-relation co-efficient method (PLCC) was used.

3.11 Limitations and Delimitations of the study

The following limitations and delimitations were observed during course of the study and as follow;

Dishonesty of some respondents, some did not want other the researcher and his team to know about their challenges but thorough explanation was given to them to provide true data.

Accessing to high profile respondents like Board of governors, PTA chair persons was not easy since they were not always at school but prior arrangements were made with them to take part in the study.

There was un willingness of some respondents to take part in the study, but the researcher took time to explain the significance of the study to the community, and the government at large so as to take part in the study.

Testing and attrition were minimized during the data collection by supplying more questionnaires.

Pre-test questionnaires were given to check on validity of instruments and reliability of data..

Thorough explanation was made as to why this study was vital to the entire community so as to avoid personal biases.

3.12 Ethical considerations

Voluntary Participation

Participants were not to be coerced or deceived, the researcher was not in a position to force respondents to participate, since their duty was to assist. They were requested to participate, clear explanation were given about the benefits and after all that, choice was taken whether to participate or not in this research study.

Informed Consent

The researcher made sure that research participants understood fully what they were asked to do and thorough information was given about the negative impact of participation or consequences of participation. The ethical information letter was availed to participants for their consent in this research study. This provided sufficient data for individuals to make an informed decision as to whether they would participate or not.

Potential for Harm

Participants were protected from physical harm, psychological harm, emotional harm, embarrassment or social harm among others.

Respect for anonymity and confidentiality

The researcher ensured the rights of beneficence, respect for the dignity and fidelity. Anonymity may be protected when the subject's identity cannot be linked with personal responses. Levine (1991), advocates that confidentiality means that individuals are free to give and withhold as much information as they wish to the person they choose.

Respect for privacy/persons

According to Levine (1991), privacy is the freedom an individual has to determine the time, extent, and general circumstances under which private information was shared or withheld from others. Kelman (1982) believes that an invasion of privacy happens when private information such as beliefs, attitudes, opinions and records, is shared with others, without the participants' knowledge or consent.

Beneficence

The researcher aimed at maximizing benefits and reducing risks that could be included in this research study. According to Burns and Grove (2003) "discomfort and harm may be physiological, emotional, social and economic in nature". This was ensured by thoroughly explaining the purpose and scope of the study to the participants before data collection.

Non maleficence

The researcher ensured that no research participant was subjected to any evil or harm. This was achieved by collaborating with heads of schools and presenting introductory letters that allowed the respondents to freely provide their views.

Confidentiality

According to the professional code, the researcher could not reveal confidential information not even to the members of the research team.

Justice

The researcher treated all research participants fairly in accordance with what was due to them. For example by fairly distributing burdens or benefits.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF THE FINDINGS

4.0 Introduction

The study set out to establish the relationship between motivational practices and teachers' performance in private secondary schools in Mbarara district. This chapter presents research findings, analysis and interpretation based on the specific objectives stated earlier as thus; To investigate the relationship of adequate fringe benefits on teachers' performance in private secondary schools in Mbarara district, to establish the relationship of administrative support on teachers' performance in private secondary schools in Mbarara district, and to examine the relationship of physical work environment on teachers' performance in private secondary schools in Mbarara district.

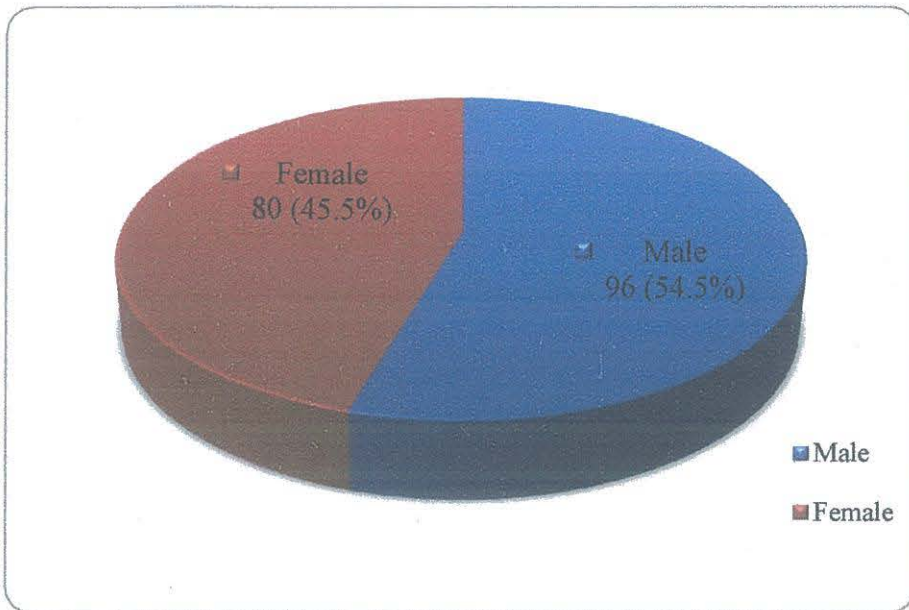
4.1 Presentation of the Background information

The questionnaires were administered to 176 respondents that comprised of 168 teachers and 8 headteachers. The remaining 38 respondents that comprised of 24 PTA Chair persons and 14 Board of governors were subjected to interviews. The researcher initially sought to investigate age, gender, marital status, teaching experience, time spent in the school and academic qualifications by the respondent and how they influenced motivational practices towards teachers' performance in private secondary schools in Mbarara district.

4.1.1 Gender of respondents

The respondents were requested to indicate their gender in order to determine how they were differently influenced by motivational practices and the results are shown below in figure 4.1.

Figure 4. 1: Showing gender distribution of respondents.



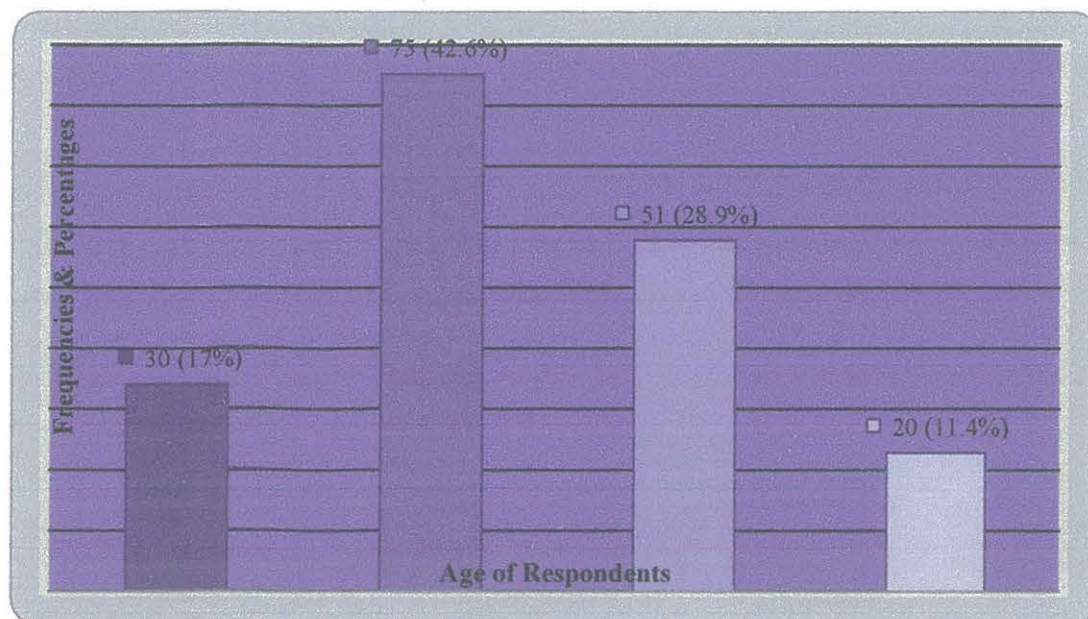
Source: Primary Data, (2017)

Results from figure 4.1 showed that the majority of the respondents 96 (54.5%) were males while their female counterparts constituted 80 (45.5%). The biggest number of respondents were male by gender meaning that more male respondents were engaged in the study. This could literary imply that most males were available to take part in the study to share their views on motivational practices affecting teachers’ performance having experienced some of the practices that take place within their respective schools. The gender aspect informed the study by creating awareness on specific motivational practices that interest female teachers and those that arouse male teachers’ commitment to teach.

4.1.2 Age of respondents

The respondents were requested to indicate their age in order to establish how this influenced their experience on issues of motivational practices and teachers’ performance and the results are shown below in the emerging figure 4.2.

Figure 4.2: Age distribution of Respondents



Source: Primary Data, (2017)

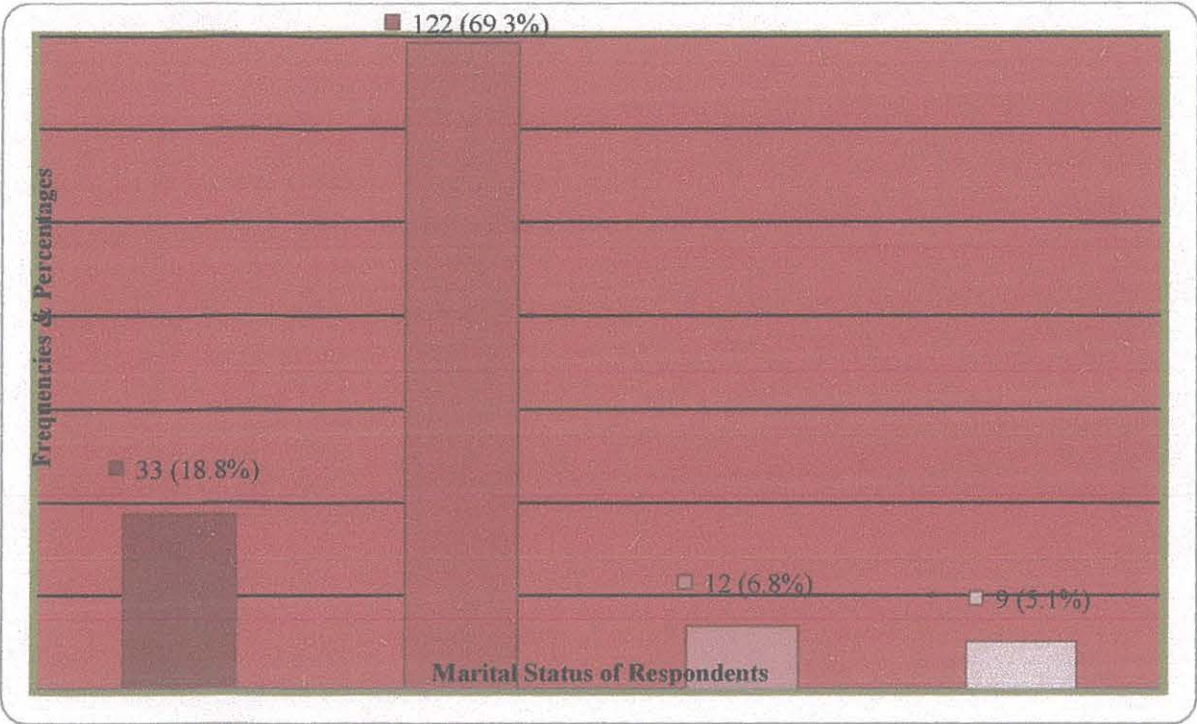
Table 4.2 above clearly shows that majority of the respondents 75 (42.6%) were between aged between 30-39 years. These were mature enough and had experience to explain their views on the relationship between motivational practices and teachers' performance. More 51 (28.9%) of the respondents were aged 40-49 years, followed by 30 (17%) aged 20-29 years and lastly 20 (11.4%) that were aged 50 and above years. This indicated that most of the respondents were relatively mature and hence expected to be having adequate experience in the teaching profession. Hence they were able to give their varied views on what motivates teachers to perform better in their teaching profession. The age factor informed this study in that respondents were in position to identify some of the age specific motivational practices and how they had impacted on teachers' performance in their respective private secondary schools.

4.1.3 Marital status of respondents

The study further presented the marital status of respondents as this had an influence on the teachers' needs and how they could be motivated to improve their performance in their

respective secondary schools.

Figure4.3: Marital status of respondents



Source: Primary Data, (2017)

As indicated in figure 4.3 above, majority of the respondents constituting 122 (55.7%) were married, followed by 33 (18.8%) that were still single, 12 (6.8%) being widowed and lastly 9 (5.1%) being divorced/separated. The findings indicated that majority of the respondents were married and were able to show how motivational practices in terms of fringe benefits, administrative support and physical work environment had impacted on teachers' performance. Their views were compared with the married, single, widowed and divorced to ascertain what motivates teachers in their different marital status to perform better in their teaching work in private secondary schools. Given the different marital status of respondents, it implied that these teachers were motivated by different needs and hence were able to express their views on how the current motivational practices in respective private secondary schools had impacted on their performance.

4.1.4 Years spent in the teaching profession

The respondents were asked to mention the years spent by teachers in their teaching profession and differing views were generated as indicated in table 4.1.

Table 4.2: Years spent in teaching

Time spent in teaching	Frequency	Percent
0-4 years	23	13.1
5-9 years	29	16.5
10-14 years	23	13.1
15-19 years	68	38.6
20 years and above	33	18.8
Total	176	100.0

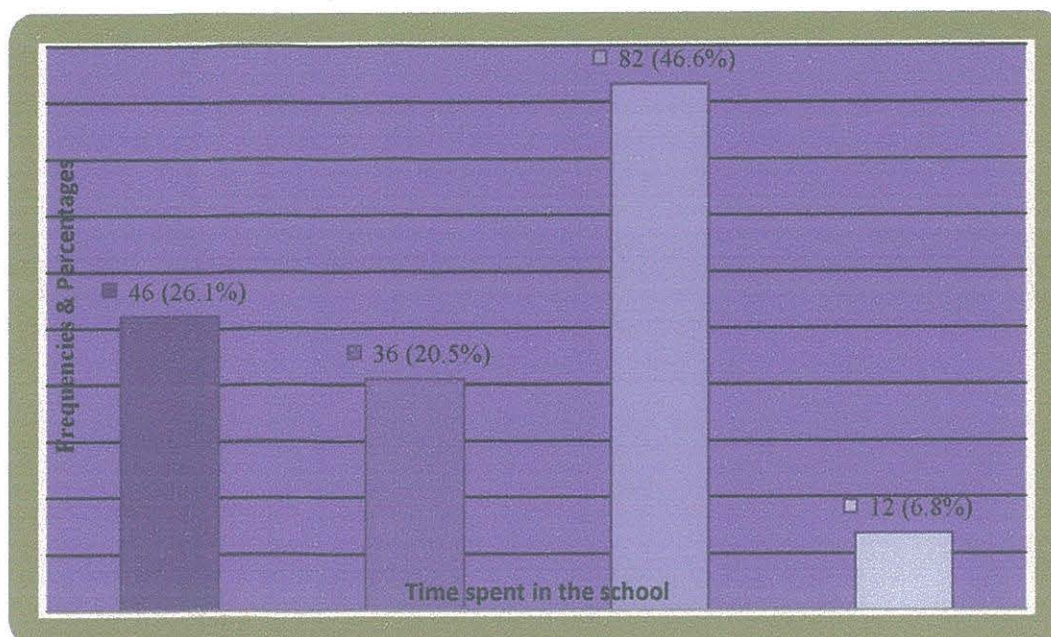
Source: Primary Data, (2017)

According to table 4.2, respondents constituting 68 (38.6%) had spent 15-19 years in the teaching profession, 33 (18.8%) had spent 20 years and above in teaching and 29 (16.5%) had the teaching experience of 5-9 years. More 23 (13.1%) had the teaching experience of 10-14 years while the same 23 (13.1%) pointed out the teaching experience of 0-4 years. The findings indicate that majority of the teachers had spent many years in their teaching profession. This meant that most teachers experienced a lot of issues regarding motivation practices and the changing trends in motivation and how these had affected their performance.

4.1.5 Time spent serving in the respective private secondary schools

The respondents also gave their varied responses regarding how long the teachers had served in their respective private secondary schools and their views were presented in figure 4.4.

Figure 4.4: Time spent serving in the respective private secondary schools



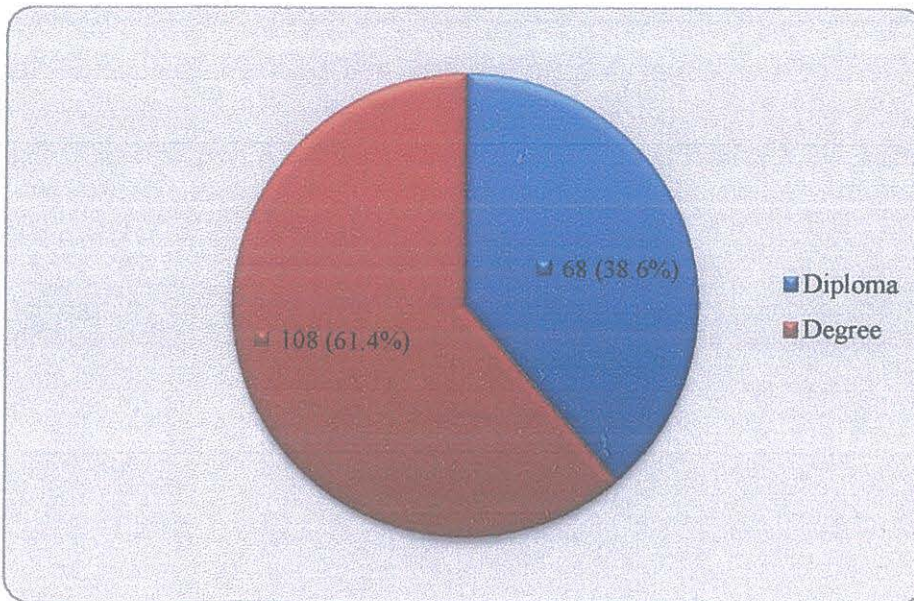
Source: Primary Data, (2017)

The findings regarding years spent serving in the respective private secondary schools were generated in figure 4.3 whereby 82 (46.6%) of the respondents have spent 10-14 years, followed by 46 (26.1%) that revealed a time period of 0-4 years and 36 (20.5%) who revealed a period of 5-9 years. The least 12 (6.8%) of the respondents pointed out a teaching period of 15-19 years in their respective private secondary schools. The findings therefore indicated that majority of the teachers had spent between 10-14 years in their respective private secondary schools, a factor that meant adequate knowledge on motivational practices affecting teachers' performance in terms of fringe benefits, administrative support and physical work environment compared to those that had spent less time.

4.1.6 Academic qualifications of respondents

The academic qualifications of respondents were also determined and these included secondary, diploma and degree as indicated in figure 4.5.

Figure 4.5: Academic qualifications of respondents



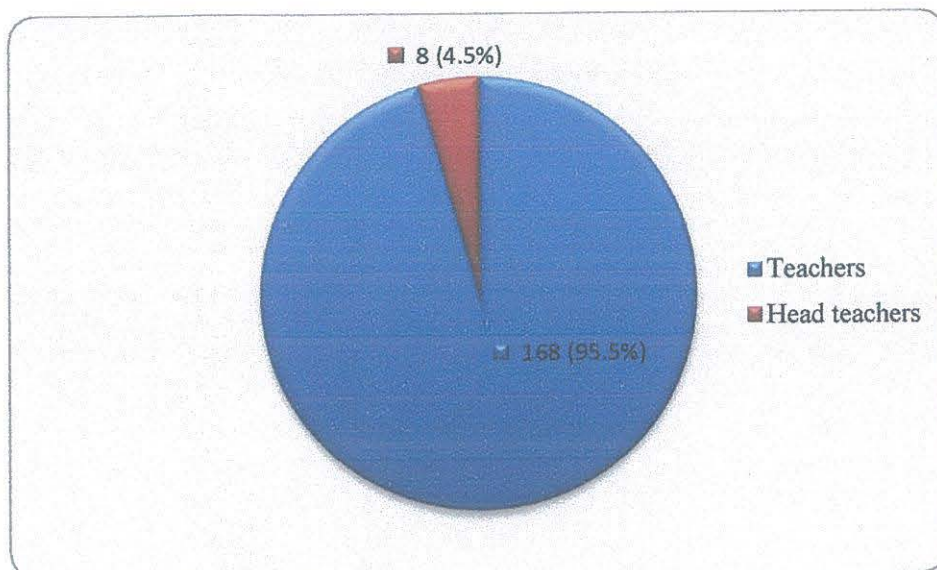
Source: Primary Data, (2017)

According to the findings and as presented in figure 4.5, respondents constituting 108 (61.4%) of the respondents had attained degree and the remaining 68 (38.6%) had attained diploma education. Majority of the respondents were teachers who had attained degree level of education. Nonetheless the different qualifications meant different exposure to issues of motivational practices and teachers' performance which helped in determining the extent to which the current motivational practices had affected teachers' performance in private secondary schools.

4.1.7 Professional qualification

The respondents further expressed their views regarding Professional qualification of respondents. The respondents' views were presented in Figure 4.6.

Figure 4.6: Professional qualification of respondents



Source: Primary Data, (2017)

The findings indicated that 168 (95.5%) of the respondents were teachers as the remaining 8 (4.5%) of the respondents were headteachers. The findings revealed that teachers by profession were the majority a factor that enabled them to point out the underlying motivational practices affecting teachers' performance in private secondary schools. Given that teachers are in most cases the engine of education, they were charged with most of the teaching work and hence were able to identify what motivational practices had impacted on their performance and those that had had less effect on their performance.

4.2 Description of the Dependent Variable: Performance of Teachers

This section presents data on the dependent variable of the study, namely performance of teachers. Analysis involved presentation and interpretation of descriptive statistical data, namely frequencies, percentages, means and standard deviations. The results on same were as presented in Table4.3.

Table 4.3: Descriptive statements on teachers' performance

Items on Teachers' Performance	Percentage responses				Mean	Sd
	SA	A	D	SD		
Preparation of teaching materials is done regularly at our school	10 (5.7%)	106 (60.2%)	55 (31.2%)	5 (2.8%)	2.69	0.62
Teachers regularly report early at work	5 (2.8%)	127 (72.2%)	38 (21.6%)	6 (3.4%)	2.74	0.56
Teachers always attend school functions and meetings	15 (8.5%)	67 (38.1%)	80 (45.5%)	14 (8%)	2.47	0.76
Supervision of school activities is regularly done by the teachers	12 (6.8%)	57 (32.4%)	97 (55.1%)	10 (5.7%)	2.40	0.70
Teachers normally participate in extracurricular activities	5 (2.8%)	42 (23.9%)	95 (54%)	34 (19.3%)	2.10	0.73
Regular assessment is done to students	55 (31.2%)	92 (52.3%)	24 (13.6%)	5 (2.8%)	3.11	0.74
Schemes of work are done by teachers before the beginning of a new term	25 (14.2%)	69 (39.2%)	63 (35.8%)	19 (10.8%)	2.57	0.87
Teachers are always available to handle students' academic queries	34 (19.3%)	69 (39.2%)	49 (27.8%)	24 (13.6%)	2.64	0.95
Lesson plan is adhered to by teachers while teaching	20 (11.4%)	59 (33.5%)	87 (49.4%)	10 (5.7%)	2.51	0.77
Overall mean and Std					2.58	0.74

Key: SA=Strongly Agree A= Agree D=Disagree SD=Strongly Disagree

The results in Table 4.3 in the first row on the item as to whether, preparation of teaching materials was done regularly in schools showed that, cumulatively the majority percentage

(65.9%) of the respondents agreed while 34.1% disagreed. The mean = 2.69 was close to 3 which on the four point Likert scale used indicated agreed. With a high mean the respondents were in agreement hence preparation of teaching materials was done regularly in schools. The standard deviation = 0.62 was low, which suggested limited variation in the responses.

As to whether teachers regularly reported early at work, cumulatively the majority (75%) agreed with 25% disagreeing. The mean = 2.74 close 3 suggested that the respondents agreed. This means that teachers regularly reported early at work. The low standard deviation = 0.563 meant that the responses were not dispersed hence normal distribution of the responses. With respect to whether teachers always attended school functions and meetings, cumulatively the larger percentage (53.5%) agreed that teachers always attended school functions and meetings, while 46.5% were in disagreement. This meant that teachers did not always attend school functions and meetings. This is because they are not motivated enough to attend such functions but are away from school doing their personal businesses.

Furthermore, it was disagreed by 60.8% that Supervision of school activities was regularly done by the teachers while 39.2 agreed. This meant that to a large extent, Supervision of school activities was not regularly done by the teachers. On extracurricular activities, a statement was posed whether teachers normally participate in extracurricular activities. Majority response of 73.3% was in disagreement, while the remaining 26.75 agreed with the statement. This implied that in most private secondary schools, teachers do not normally participate in extracurricular activities. It was further noted that regular assessment of students was done as clarified through majority response of 83.5% that agreed, while 16.5% disagreed with a mean response of 3.11 and standard deviation of 0.743. This shows that most teachers in private secondary schools are committed to doing regular assessment to students.

Also, majority percentages (53.4%) were in agreement that schemes of work were done by teachers before the beginning of a new term while 46.6% of the respondents were in disagreement. The mean response of 2.57 and standard deviation of 0.866 were obtained. In addition, 58.5% were in agreement while 41.5% were in disagreement with the statement that teachers are always available to handle students' academic queries. The mean response of 2.64 and standard deviation of 0.945 were obtained. This indicates that to a large extent,

teachers are always available to handle students' academic queries. As to whether teachers adhered to lesson plans while teaching, cumulatively smaller percentage (44.9%) of the respondents agreed while 55.1% disagreed. This implies that lesson plan is not often adhered to by teachers while teaching, a factor that has affected performance of teachers. On the whole, the overall mean = 2.58 while the standard deviation was 0.74. The high mean suggested that the teachers indicated that their performance was high. On the other hand, the low standard deviation suggested that there was limited dispersion hence normal distribution. Thus these results could be subjected to linear correlation and appropriate results obtained.

Besides the descriptive statistics on teachers' performance, interviews were conducted. In the interviews, the PTA Chair persons and board of governors were asked to indicate the state of teachers' performance in their schools. Several responses were given and it was revealed that the head teachers made effort with help of other administrators in the schools such as deputy head teachers to ensure performance of teachers. The PTA Chair persons revealed that they also put in place measures such as daily reporting and departure books, lesson attendance forms, filling of appraisal forms and regular supervision and monitoring to ensure that the teachers attended to all their responsibilities. However, the PTA Chair persons established that teachers' performance had very many challenges. For instance, one PTA head stated;

Majority of the teachers are cooperative, make effort to do schemes of work, attend to lessons and supervise any other activity assigned to them. However, there are those habitual teachers that dodge lessons, fail to attend meetings and fail to fulfil all activities such as marking examinations in time.

Another PTA head remarked;

For most teachers, other than attending to lessons performance in most areas is poor. A few teachers are committed to fulfilling all the activities such as attending meetings regularly, nearly all the teachers have refused to make lesson plans and schemes of work among others.

Further interviews with BOGs and PTA Chairpersons, revealed they did not know the performance of teachers but depended on the reports from the head teachers provided informally or in meetings. However, they all indicated that the performance of teachers as

reflected in the students' performance in national examinations was wanting because all the schools in the area were performing poorly with the schools registering few first grades. Some indicated that sometimes the schools failed to register even a single first grade. One respondent stated;

Since I became a member of the BOG five years ago, the head teacher has only brought two teachers to the BOG meeting requesting in that they he should be helped in handling them because they had become a problem by not performing. This means that largely the teachers are performing because there are no reports to the contrary.

Another interviewee stated that, "Performance of the teachers is fair because the school performance in national examinations is very good. The performance of teachers has not been reflected in the national examinations. A lot more needs to be done by the teachers such that their performance is visible." In the interviews with the students, various views were given but suggested that whereas the larger number of teachers were performing their jobs effectively, there were those who were performing poorly. The students revealed that most teachers attended to their lessons, conducted weekly duty, administered examinations, and participated in class and houses activities especially those who were patrons. However, the students revealed that most teachers came to classes late, delayed to return marks for the tests they administered, a number of teachers' dodged classes, and most of them did not attend morning and evening parades among others.

One student stated, "Whereas most of the teachers teach their lessons, they all do not give notes to the students themselves but send the notes to the class for students to copy and sometimes they even do not come to explain the notes." Another student stated, "Our teachers are good and caring. They attend to lessons except for a few like three who normally dodge and are always absent from the school." Overall, the views from the interviews above suggest that performance of teachers was fair. This is because whereas the teachers performed some activities well, there were those they did not perform such as making lesson plans, being punctual and ensuring the schools performed well in national examinations. These findings generally were dissimilar to those of the teachers who indicated that their performance good.

However, with the interviews indicating fair performance of teachers, this close to the teachers' responses which meant at least there was some level of performance by teachers.

4.3 Motivational Practices and Performance of Teachers

Motivation was conceptualized using three aspects that were namely; fringe benefits, administration support and physical work environment. The results are presented following the order of research objectives.

4.3.1 Adequate Fringe Benefits and Teachers' Performance

The items presented under this section were derived from the first objective of the study seeking to investigate the relationship of adequate fringe benefits on teachers' performance in private secondary schools. The respondents were subjected to a number of related items to generate their responses on the theme using the 4 point Likert scale measure. The results were as presented in Table 4.4.

Table 4.4: Descriptive Statistics on Adequacy of fringe benefits

Items on fringe benefits on teachers' performance	Percentage responses				Mean	S. Dev
	SA	A	D	SD		
Teachers are given recognition	66 (37.5%)	52 (29.5%)	23 (13.1%)	35 (19.9%)	2.83	1.13
Promotions are regularly done	16 (9.1%)	34 (19.3%)	105 (59.7%)	21 (11.9%)	2.26	0.78
Teachers are always given teaching allowances	0	34 (19.3%)	105 (59.7%)	37 (21%)	1.98	0.64
Teachers are always given transport allowances	9 (5.1%)	21 (11.9%)	67 (38.1%)	79 (44.9%)	1.77	0.63
Teachers are always rewarded for their academic achievements through prizes	11 (6.2%)	6 (3.4%)	93 (52.8%)	66 (37.5%)	1.78	0.78
The teachers are given medical	9	17	69	81	1.74	0.84

allowances at school	(5.1%)	(9.7%)	(39.2%)	(46%)		
Teachers who come from far are provided with housing facilities in our school	15 (8.5%)	32 (18.2%)	60 (34.1%)	69 (39.2%)	1.96	0.96
Some teachers are offered scholarships for further studies in our school	0	6 (3.4%)	153 (86.9%)	17 (9.7%)	1.94	0.357
Free meals are provided to teachers in our school	31 (17.6%)	78 (44.3%)	54 (30.7%)	13 (7.4%)	2.72	0.84
Overall mean and Std					2.11	0.77

Key: SA=Strongly Agree A= Agree D= Disagree SD= Strongly Disagrees Std = Standard deviation

Source: Primary Data, (2017)

The results in Table 4.4 in the first row on the item as to whether, teachers were given recognition showed that, cumulatively 67% of the respondents were in agreement while 33% of the respondents disagreed with the statement. The mean response of 2.83 indicated agreement while, on the other hand, standard deviation of 1.133 indicated divergence of views. This indicated that majority were in agreement that school teachers were given recognition, a factor that motivated them to teach.

The other statement was that promotions are regularly done. On the agreement side, 28.4% of the respondents agreed with the statement while other 71.6% of the respondents were in disagreement. The mean response of 2.26 indicated disagreement although standard deviation of 0.784 indicated non divergence of views. This indicated that to a large extent, promotions were not regularly done in private secondary schools for teachers. This implied teachers in such schools were demotivated due to serving in one position for long hence affecting negatively their performance.

The other statement was that teachers are always given teaching allowances. The responses were that only 19.3% of the respondents agreed with the statement while 80.7% of the respondents disagreed. There was a mean response of 1.98 and standard deviation of 0.637. The findings indicated that to the majority respondents, teachers were not always given teaching allowances in their respective private secondary schools. This implied that such teachers were likely to be demotivated since they depended only on the salary which was not adequate to meet their basic needs hence reducing their performance in the long run.

The respondents were further asked to explain whether teachers are always given transport allowances. In response, 17% of the respondents agreed with the statement as 83% of the respondents disagreed with the statement. The mean response of 1.77 and standard deviation of 0.637 were obtained. The findings indicated that majority did not approve of the fact that teachers are always given transport allowances. This implied that teachers especially those residing far away had to walk long distances to and from school which sometimes caused delays in starting the lessons hence affecting their overall performance in class.

Respondents were also asked to react to the statement that teachers are always rewarded for their academic achievements through prizes. In response, 9.6% of the respondents agreed with the statement while the least 90.3% of the respondents disagreed with the statement. This indicated that to majority, teachers are not always rewarded for their academic achievements through prizes within their private secondary schools. This implied that teachers were likely to be demoralized by lack of incentives towards working hard for students' academic success as good performers were left un rewarded. This consequently translated into poor performance. In agreement with the findings, interview responses indicated that teacher's performance had been declining due to lack of motivation citing issues as failure to morale boost them, delayed payment of their salaries, in addition to failure to recognise their efforts that bring good academic results.

The other statement was that the teachers are given medical allowances at school. In response, 14.8% of the respondents agreed with the statement while 85.2% of the respondents disagreed with the statement. The findings indicated that to majority, the teachers are not given medical allowances at school. This implied lack of medical allowance left teachers uncertain on where to seek for medical treatment in case of sickness, a factor that negatively affected teachers'

performance. Respondents further reacted to the statement that teachers who come from far are provided with housing facilities in our school. The responses were that 26.7% of the respondents agreed with the statement, as 73.3% of the respondents disagreed. This indicated that majority were in disagreement that teachers who come from far are provided housing facilities in our school. This implied that very few of the private secondary schools were providing housing allowances to teachers who come from far and this affected teachers performance for the majority that were not provided with housing allowances.

The respondents were also asked to explain whether some teachers are offered scholarships for further studies in our school. In response, 3.4% of the respondents were in agreement while 96.6% of the respondents disagreed with the statement. The mean response of 1.94 indicated less agreement although a standard deviation of 0.357 indicated non divergence of views. This indicated that majority of the teachers were not offered scholarships for further studies in their respective secondary schools. Lack of incentives in form of scholarships meant no added knowledge and skills on their career which discouraged the affected teachers hence leading to poor performance.

On whether free meals are provided to teachers in these schools, the respondents came up with differing views whereby 61.9% of them agreed as 39.1% disagreed. The mean response of 2.72 indicated agreement with a standard deviation of 0.839 indicating non divergence of views. The findings indicated that majority of the teachers were given free meals in their respective secondary schools. This consequently reduced on their expenditure and increased their savings hence motivating them to some extent to teach committed to improve their performance. Generally, with respect to fringe benefits to teachers, the overall mean = 2.11 which was close to 2 meaning that the respondents disagreed. This meant that the respondents indicated that the fringe benefits to the teachers were low. However, the low standard deviation = 0.774 suggested limited dispersion in the responses. This mean that the data was normally distributed and thus could be subjected to linear correlation and appropriate results obtained.

4.3.1.1 Correlation between Fringe Benefits and Teachers' Performance

To establish whether there was a relationship between fringe benefits and performance of teachers, a correlation analysis was carried out. The results were as presented in Table 4.5.

Table 4.5: Correlation between fringe benefits and teachers' performance

		Fringe benefits	Teachers performance
Fringe benefits	Pearson Correlation	1	0.015**
	Sig. (2-tailed)		0.843
	N	176	176
Teachers performance	Pearson Correlation	0.015**	1
	Sig. (2-tailed)	0.843	
	N	176	176

** . Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.5 suggest that there is a positive but insignificant relationship between fringe benefits and teachers' performance ($r = 0.015$, $p = 0.843 > 0.05$). The critical value was higher than 0.05 indicating rejection of the research hypothesis to the effect that there is a positive significant relationship between fringe benefits and teachers' performance.

In addition to the quantitative data, qualitative data on fringe benefits to the teachers was collected from the head teachers and members of BOG and PTA. In their responses with respect to the level of fringe benefits to the teachers, several responses were given as presented here under. The head teachers indicated that they paid regular allowances to the teachers on top of their salaries for responsibilities like extra lessons taught during prep time, being heads of departments, being class teachers and house teachers' allowances. However, all the head teachers agreed that the allowances were too small to have a strong motivation impact on the teachers. They were all of the view that the allowances were not commensurate to the work the teachers did. However, all the head teachers indicated that if allowances increased commensurate to teachers' effort, they would be motivated to work harder. The head teachers and the BOG and PTA concurred that teachers were offered meals and tea as

part of the fringe benefits. They also indicated that most of the teachers were offered accommodation. However, it was pointed that the meals, tea and accommodation needed to be improved if the schools were able to generate more income. The interviewees pointed out that enhancing fringe benefit to match the high cost of living in the country would motivate higher teacher performance. These findings to the effect that fringe benefits to the teachers were not sufficient were in agreement with the descriptive statistics which indicated that fringe benefits were low.

4.3.2 Administrative Support and Teachers' Performance

This item on administrative support in relation to teachers' performance was derived from the second objective of the study seeking to establish the relationship of administrative support on teachers' performance. The respondents were asked to rate the various parameters on the relationship of administrative support on teachers' performance. The results got are shown in table 4.6.

Table 4.6: Descriptive statistics on Administrative Support

Items on Administrative Support	Percentage responses				Mean	S. Dev
	SA	A	D	SD		
At school counselling services are free	14 (8%)	97 (55.1%)	46 (26.1%)	19 (10.8%)	2.60	0.79
Teachers have good interpersonal relationships	12 (6.8%)	131 (74.4%)	26 (14.8%)	7 (4%)	2.84	0.59
The school management offers staff development support to teachers	6 (3.4%)	51 (29%)	98 (55.7%)	21 (11.9%)	2.24	0.70
The school vision is communicated to teachers by top management	54 (30.7%)	78 (44.3%)	31 (17.6%)	13 (7.4%)	2.98	0.89
The teachers are always supported in their teaching in our school	6 (3.4%)	86 (48.9%)	39 (22.2%)	45 (25.6%)	2.30	0.89
The school management committee handles teachers' welfare issues	12 (6.8%)	52 (29.5%)	80 (45.5%)	32 (18.2%)	2.25	0.83
Overall Mean and Std					2.53	0.78

Key: SA=Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, Std= Standard deviation

Source: Primary Data

The results in Table 4.6 in the first row on the item as to whether, school counselling services were free, cumulatively majority percentage (63.1%) of the respondents were in agreement with while 36.9% of the respondents disagreed. The mean response of 2.60 was obtained indicating high agreement and standard deviation of 0.786 indicated non divergence of views. This indicated that majority were in support of the fact that in their schools counselling services are free. This implied that teachers' diverse psychosocial problems are handled by

some professionals a factor that positively affects their performance in their secondary schools.

The other statement stated that teachers have good interpersonal relationships. In response, 81.2% of the respondents agreed with the statement, as 18.8% of the respondents disagreed. There was a mean response of 2.84 and standard deviation of 0.593 all of which indicated agreement with the statement. This indicated that generally there was agreement that teachers practice good interpersonal relationships. The implication was that teachers freely interact with each other which help them to deal with their pedagogical and non-pedagogical problems and in turn positively influence their performance. The interview guide responses also supported the findings by indicating that once interpersonal relationship is good, unity and teamwork is created among teachers and if not the reverse is true.

Furthermore, a statement was posed as whether the school management offers staff development support to teachers. The findings established that 75% of the respondents agreed, while 25% of the respondents disagreed with the statement. These were supported by a mean response of 2.24 and standard deviation of 0.700. The findings indicate that by and large, the school management offers staff development support to teachers. This implies that the school management in private schools has tried to work hard to ensure staff development for their teachers.

Another statement was about the view that the school vision is communicated to teachers by top management. The responses were that 75% of the respondents were in agreement with the statement, while 25% of the respondents were in disagreement. This showed that to a large extent, the school vision is communicated to teachers by top management. The implication is that teachers are guided by the school vision in their respective private secondary schools hence being focused in doing their work, a factor that ensures improved teachers' performance.

On the statement that the teachers are always supported in their teaching in the school, 52.3% of the respondents were in agreement while 47.7% of the respondents disagreed with the respondents. This was supported by a mean response of 2.30 and standard deviation of 0.891.

This indicated that to a large extent, it was agreed that the teachers are always supported in their teaching in their schools. The implication was that teachers in private secondary schools are often supported in their teaching to ensure improved performance. Moreover private secondary schools value students' performance highly as a source of marketing their schools, hence willing to support teachers in their teaching.

Another statement was that the school management committee handles teachers' welfare issues. In response, 36.3% of the respondents were in agreement while 63.7% of the respondents disagreed. The findings indicated that to a large extent, respondents were in disagreement that the school management committee handles teachers' welfare issues. This confirmed the fact that in most private secondary schools, no attention was put on teachers' welfare by the school management committee. This implied that teachers in such secondary schools had unresolved welfare issues some of which demoralized them from teaching effectively hence negatively affecting their performance. Moreover the interview results supported the fact that parents should be involved in teachers' welfare at school to support school administration and for cordial relationship with teachers. The overall mean = 2.53 was close to 3 which suggested agreeing. This means that the respondents indicated that administrative support was high. The low standard deviation = 0.78 suggested limited variation the responses. Therefore, the responses were normally distributed. This implied that the results could be subjected to linear correlation and appropriate results be obtained.

4.3.2.1 Correlation between Administrative Support and Performance Teachers

To establish whether there was a relationship between administrative support and teachers' performance, a correlation analysis was carried out. The results were as presented in Table 4.7.

Table 4.7: Correlation between Administrative Support and Performance of Teachers

	Administrative support	Teachers performance
Administrative support	1	0.168*
		0.025
	176	176
Teachers performance	0.168*	1
	0.025	
	176	176

*Correlation is significant at the 0.05 level (2-tailed)

The results in Table 4.7 suggest that there is a positive and significant relationship between administrative support and performance of teachers ($r = 0.168$, $p = 0.025 < 0.05$). The critical value was significant at below 0.05 level indicating the acceptance of the research hypothesis that there is a positive significant relationship between administrative support and performance of teachers.

In the interviews with the head teachers, BOG and PTA, they indicated that there was effort to enhance interpersonal relationship by promoting harmonious living and cooperation. All the head teachers indicated that they ensured good interpersonal relations by working hand in hand with the teachers and that this promoted hard work among the staff. The head teachers indicated that there was promotion of collegiality through practices like supporting a colleague who has a problem like loss of a beloved one. It was indicated that teachers showed concern like giving a hand physically by providing labour and contributing financially. The administrations of the schools gave materials and financial contribution. The teachers also supported each other in case of weddings and even there were get-together parties like end of term or year parties. Through these, the teachers came together and felt as a family. This consequently promoted joint effort hence teachers' improving performance of teachers.

In the open responses of the teachers in the questionnaire, they indicated they were not supported to go for further studies and they did not have the money to further their education because of poor pay. Others indicated that they could not further education because if they

left, the head teachers would replace. During the interviews with the head teachers, they generally indicated that they encouraged teachers to go for further studies but if it was a holiday programme because this did not disrupt normal teaching. Overall, the views above showed that there was support for teachers especially with respect to interpersonal relationships. However, further were not much supported. These results concur with the statistical results which showed low significant relationship between administrative support and teachers' performance

4.3.3 Physical Work Environment and Performance of Teachers

The construct of physical work environment presented here in relation to performance of teachers was derived from the third study objective seeking to examine the relationship of between physical work environment and teachers performance. The respondents were asked to rate the various parameters on the relationship of physical work environment on teachers' performance. The results got are shown in table 4.8.

Table 4. 8: Descriptive Statistics on Physical Work Environment and Teachers' Performance

Items on Physical Work Environment	Percentage responses				Mean	S. Dev
	SA	A	D	SD		
Accommodation is offered at our school	51 (29%)	58 (33%)	43 (24.4%)	24 (13.6%)	2.77	1.02
Safety is guaranteed at school	37 (21%)	60 (34.1%)	36 (20.5%)	43 (24.4%)	2.52	1.08
There is adequate ICT services at our school	8 (4.5%)	15 (8.5%)	92 (52.3%)	61 (34.7%)	1.83	0.77
There are adequate classrooms at our school	20 (11.4%)	60 (34.1%)	61 (34.7%)	35 (19.9%)	2.37	0.93
There are adequate laboratory services at our school	4 (2.3%)	18 (10.2%)	75 (42.6%)	79 (44.9%)	1.69	0.75
There are separate teachers'	38	90	43	5 (2.8%)	2.91	0.76

sanitation facilities that are adequate and in good conditions	(21.6%)	(51.1%)	(24.4%)			
The teachers work in a sound pollution free environment	46 (26.1%)	81 (46%)	43 (24.4%)	6 (3.4%)	2.95	0.80
There is provision for recreational facilities	38 (21.6%)	96 (54.5%)	26 (14.8%)	16 (9.1%)	2.89	0.85
There are adequate utilities like electricity and water at school	13 (7.4%)	46 (26.1%)	76 (43.2%)	41 (23.3%)	2.18	0.87
Overall Mean and Std					2.46	0.87

Key: SA=Strongly Agree A= Agree D=Disagree SD=Strongly Disagree Std = standard deviation

Source: Primary Data

The results in Table 4.8 in the first row on the item as to whether the schools offered accommodation to teachers, cumulatively majority percentage (62%) of the respondents were in agreement while 38% of the respondents disagreed with the statement. This was supported by a mean response of 2.77 although a standard deviation of 1.02 indicated divergence of views. This indicated that to a large extent, accommodation is offered at school. This implied that accommodation for teachers was an added incentive to encourage hard work towards teaching which led to better performance of such teachers.

Furthermore, respondents were asked to comment on the statement that safety is guaranteed at school. In response, 55.1% of the respondents agreed with the statement, while 44.9% of the respondents disagreed with the statement. There was mean response of 2.52 and standard deviation of 1.08 was obtained. This indicated that to a slight large extent, safety is granted at school. This implied that teachers were in most cases secure while performing their teaching duties in their respective secondary schools, a factor that meant improved teachers' performance.

The statement that there is adequate ICT services at their school was also reacted to differently. Accordingly, 13% of the respondents agreed with the statement, while 87% of the respondents disagreed with the statement. A mean response of 1.83 indicated less agreement although standard deviation of 0.767 indicated non divergence of views. This indicated that to a large extent there was disagreement that there is adequate ICT services at our school. The implication was that ICT services were always inadequate which hindered teachers' ability to teach effectively.

The respondents were asked whether there were adequate classrooms at their school. In response, 45% of the respondents agreed with the statement while 55% of the respondents disagreed with the statement. A mean response of 2.37 and standard deviation of 0.929 were obtained. This indicated that to a large extent, there were inadequate classrooms at their school. This implied that in most private secondary schools, classrooms were inadequate which affected teacher to student ratio and consequently reduced teachers' performance.

Another statement was that there were adequate laboratory services at the school. The findings had 12.5% of the respondents agreeing with the statement, while the remaining 87.5% of the respondents disagreed with the statement. There was a mean response of 1.69 that indicated less agreement although standard deviation of 0.745 indicated non divergence of views. The findings showed that to a large extent, there were inadequate laboratory services at the school. This implied that most private secondary schools had no adequate laboratory services at school for science practicals and this was more likely to affect teachers' performance in science subjects which translated into poor academic achievement. This was supported by interview results which pointed out the need for more practical lessons and demonstrations using laboratory equipment to motivate teachers in their teaching efforts. This implied that most private secondary schools were still relying on theoretical science teaching due to lack of most laboratory equipment.

The respondents were asked whether there were separate teachers' sanitation facilities that are adequate and in good conditions. In response, 72.7% of the respondents agreed with the statement, while 27.3% of the respondents disagreed. The mean response of 2.91 and standard deviation of 0.755 supported the agreement side. The findings indicated that to a large extent,

there are separate teachers' sanitation facilities that are adequate and in good conditions. The findings implied that teachers in such private secondary schools have privacy in using these facilities and cleanliness which makes the school environment a better place to live and work in.

Respondents reacted to the statement on whether the teachers work in a sound pollution free environment. In response, 72.1% agreed with the statement while 27.9% of the respondents disagreed with the statement. There was a mean response of 2.18 and standard deviation of 0.874 which indicated agreement. This indicated that to a large extent, the teachers work in a sound pollution free environment. The implication is that such a good environment is likely to be tolerated amidst other challenges by the teachers hence remaining committed to their teaching job.

On whether there was provision for recreational facilities, different responses were generated whereby 76.1% of the respondents agreed with the statement while 23.9% of the respondents disagreed. The mean response of 2.89 and standard deviation of 0.848 were obtained. This indicated that to a large extent, there was agreement that there is provision for recreational facilities. Recreation facilities such as indoor games, basket and volleyball make teachers relax and able to refresh their minds to teach better.

The respondents were also able to react to the statement that there are adequate utilities like electricity and water at school. In response, 33.5% of the respondents agreed while 66.5% of the respondents disagreed with the statement. The mean response of 2.18 and standard deviation of 0.874 were obtained. This indicated that to a large extent, there was disagreement that there are adequate utilities like electricity and water at school. This implies that utilities such as electricity and water are hardly accessed by the teachers while at school which also discourages them from committing their efforts towards teaching. Overall, the mean = 2.46 was close to 2 which suggested that the respondents disagreed. This meant that to larger extent physical work environment was not good. The low standard deviation = 0.87 mean that the responses were normally distributed. Hence the data could be subjected to linear correlation and appropriate results got.

4.3.3.1 Physical Work Environment and Teachers' Performance

To establish whether there was a relationship between physical work environment and teachers' performance, a correlation analysis was carried out. The results were as presented in Table 4.7.

Table 4.9: Correlation between physical work environment and teachers' performance

		Teachers performance	Physical work environment
Teachers performance		1	0.213**
			0.005
		176	176
Physical work environment		0.213**	1
		0.005	
		176	176

**Correlation is significant at the 0.01 level (2-tailed).

The results in Table 4.9 suggest that there is a positive and significant relationship between physical work environment and performance of teachers ($r = 0.213$, $p = 0.005 < 0.05$). The critical value was significant at below 0.05 level indicating the acceptance of the research hypothesis that there is a positive significant relationship between physical work environment and performance of teachers.

In the open responses of the questionnaire, the teachers pointed out that the good physical working conditions provided by the schools created greater physical comfort making them work harder included good classroom environment, nice compound and staff room. However, there is need for improvement because (50.8%) of teachers indicated that they lacked accommodation in the schools. The schools lacked enough houses and did not cater for the rent and for some rent was just subsidised. In face to face interviews, all the head teachers were unanimous that provision of enough facilities made teaching easy.

The facilities pointed out included chalk, stationery, laboratory equipment and practical materials, charts and maps, textbooks and pamphlets, computers and printers. With respect to accommodation, the head teachers indicated that schools did not have enough accommodation. Only few teachers could be accommodated. In the responses of both teachers and head teachers it emerged that the problem resulting from lack accommodation was that teachers only appeared at schools when they had lessons. These qualitative responses were largely close to the inferential results which indicated that physical environment had appositive and significant relationship with performance of teachers.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to establish the relationship between motivational practices and teachers' performance in private secondary schools in Mbarara district. This chapter presents the discussion of findings, conclusions from findings and recommendations. The discussion, conclusions and recommendations are presented thematically based on study objectives.

5.1 Discussion of findings

5.1.1 Influence of adequate fringe benefits on teachers' performance in private secondary schools in Mbarara district

The first objective sought to investigate the relationship of adequate fringe benefits on teachers' performance in private secondary schools in Mbarara district. The study established that there was no statistically significant relationship between fringe benefits and teachers performance in private secondary schools in Mbarara district ($p>0.05$).

The descriptive statistics also indicated that to a large extent, fringe benefits were found to be poor as reflected in failure to carry out promotions, failure to give teaching, transport and medical allowances. The above is in agreement with Kamau (2003) and Ngalyuka (2003) that different scholars consent that low promotion, lack of opportunities, advancement, recognition of teachers has caused general difficulties in the teaching profession in different parts of Kenya, some secondary and primary school teachers were partly unsatisfied. Observations were made and found out that lack of respect, poor facilitation and lack of appreciation of administration make some teachers to lose hopes in their schools' administration work.

Furthermore, few of the private secondary schools endeavoured to provide teachers with housing facilities especially for teachers who come from far. To a smaller extent, some teachers were offered scholarships for further studies in their schools. This is in agreement

with Kachope, (2000) who noted that in 1994 the Uganda Teachers Association (UTA) advanced the matter of small pay in a manner that brilliantly exposes the teachers' underprivileged situation. When it comes to fringe benefits, secondary teachers have to go without company cars, subsidized medical facilities, mileage allowances, house loan schemes and other allowances that improve the lot of other professions and private section (Kachope, 2000).

From the descriptive statistics, it was established that as part of fringe benefits, schoolteachers were given recognition in their respective schools and free meals were being provided to the teachers. Teachers' recognition is reflected in many ways, like thanks, giving gifts, increment in salary, promotions at school, giving allowances to teachers, (Bennel 2004) and (Kagoda 2010). This study finds support from the two factor theory of motivation. According to Herzberg (1966), he mentioned two levels of motivators for different workers. He identified the two levels as 'hygiene' and 'motivation'. To him, each level provides different purposes for a teacher in this case (worker), Apart from making money, teachers have got reasons for working as per expectations, therefore school administrators take concern to create a smooth teaching environment, if teachers are to achieve their objectives that would lead schools to achieve their set goals.

5.1.2 Influence of administrative support on teachers' performance in private secondary schools in Mbarara district

The study objective sought to establish the relationship of administrative support on teachers' performance in private secondary schools in Mbarara district. The study established that there was a statistically significant relationship between administrative support and teachers performance in private secondary schools in Mbarara district with a Pearson correlation of 0.168 and $p < 0.05$. According to Jantzi and Leithwood (2006), effective administrative support plays important roles in school leadership, students' discipline, academic work, guidance and counselling practices and four dimensions, which is a vision of building school, development of goals and priorities, motivating staff and development of a collaborative school culture.

Furthermore, Loeb et al. (2005) revealed that administrative support plays fundamental roles in schools survival like leads to good academic performance of students, effectiveness and efficient of teachers in schools and once it becomes inactive, the reverse becomes true. In this argument, Luekens (2004) also realized that some teachers have left teaching profession due to lack of administrative support as they seek assistance from them but all in vein.

The descriptive findings showed that counselling services were being provided freely in their respective private secondary schools. Furthermore, majority of the teachers in their respective secondary schools practiced good interpersonal relationships which have also stimulated their performance towards better student grades. The school vision was being communicated to teachers by top management in most private secondary schools in addition to the teachers being always supported in their teaching in our school.

On interpersonal relationships Alderfer (1969) established that interpersonal skills play vital role to both managers and teachers through building trust at workplaces, and cooperation of teachers among other members in the school, this arouses team work, accountableness, which enable staff members in executing school activities. Effective communication in schools creates team work, while ineffective communication may results into wastage of resources.

5.1.3 Influence of physical work environment on teachers' performance in private secondary schools in Mbarara district

The study objective sought to examine the relationship of physical work environment on teachers' performance in private secondary schools in Mbarara district. Through the relational statistics it was revealed that physical work environment statistically had an influence on teachers' performance in private secondary schools in Mbarara district. In agreement with above findings, Ogari (2011) found out that in instances of the under development of school facilities, there were high incidences of teacher attrition attributed to dissatisfaction. This was a great factor which demoralized teachers and caused them to leave the service in pursuit of better employment opportunities. The study found out that the advent of new ministries and related public and private bodies had seen many teachers leave the profession and a closer

enquiry showed that majority of them taught in rural schools which were ill equipped thus the co- relation between lack of facilities and dissatisfaction leading to poor performance.

Through descriptive statistics it was established that free accommodation was being provided and their safety was being guaranteed while performing their teaching duties. Contrary to above findings, Ingersoll and Smith (2003), reveal that some teachers leave schools due to lack of physical work environment which includes school facilities like the libraries, enough classrooms, laboratories, computer facilities, safety facilities in schools, accommodation like houses, teaching aids like text books, chalk boards, pens and any other item which always make the process of teaching-learning easier and possible.

The findings further revealed that there are separate teachers' sanitation facilities that are adequate and in good condition. Gurney (2007), noted that in London, for successful teaching and learning processes to take place in schools, physical environment such as clean, quiet, safe, comfortable buildings must be in place, healthy and motivated teachers to be armed to execute their roles. Some schools have buildings that are not properly maintained, which have the potential to inhibit teachers' and students' success due to several deficiencies in the facility.

It was also established that the teachers work in a sound pollution free environment and there was attempt to provide for recreational facilities for teachers' relaxation. Relatedly, Schneider (2003) noted that some of the schools have facilities of poor quality which has an effect on students' attitudes in schools. Teachers' self-esteem, schools' security, students' comfort, and also pro-social behaviours can be as a result of physical environment in schools which in turn affects the learning, teaching, and achievement. Such information indicates that there is close relationship between the physical work environment, students' academic work and teachers' performance.

5.2 Conclusions

Basing on the discussion above, the following conclusions were drawn;

- i. Fringe benefits are not the most important motivational practice required for the performance of teachers. This is because whereas the performance of teachers was good, fringe benefits were poor. There were very low regular promotions, allowances of different kinds, lack of housing facilities and scholarships for further studies.
- ii. Administrative support is an important requirement for the performance of teachers. Such support as offering of free counselling services and good interpersonal relationships enhanced the performance of teachers.
- iii. The physical work environment is also a vital requirement necessary for the performance of teachers. Such environment includes accommodation at the school, guaranteeing at the school, having separate teachers' sanitation facilities that are adequate and in good conditions, working in a sound pollution free environment and access recreational facilities.

5.3 Recommendations

Guided by the conclusions above, the following recommendations were made;

- i. School authorities should provide and improve fringe benefits but not dwell on them as the most important motivational practice required for the performance of teachers. This is because whereas the performance of teachers was good, fringe benefits were poor. There were very low regular promotions, allowances of different kinds, lack of housing facilities and scholarships for further studies.
- ii. Schools authorities should emphasise administrative support to teachers. Such support should involve offering of free counselling services and good interpersonal relationships enhanced the performance of teachers.
- iii. Schools authorities should provide appropriate physical work environment to the teachers. This should involve providing accommodation to the teachers at the school, guaranteeing safety of teachers at the schools, separate teachers' sanitation facilities that are adequate and in good conditions, sound pollution free environment and access recreational facilities.

5.4 Suggestions for Further Research

This study makes significant contributions as far suggesting steps for enhancing performance of teachers. However, limitations emerged in this study with a practice previously confirmed by previous scholars, namely; fringe benefits as a necessary requirement for enhancing performance of teachers proving negative and insignificant. Therefore, future researchers should further investigate fringe benefits in relation to performance of teachers in schools in Uganda.

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APPENDICES

Appendix I

Consent Form for Research Participants

I am **Silaji Turyamureeba**, a student of Kampala International University pursuing a Masters Degree in Educational Management and Administration, am conducting a study on **“Motivational practices and teachers’ performance in private secondary schools in Mbarara District, Uganda”**. I humbly request you to participate in this study. The information given will be kept confidential. You are free to/or not to participate at any stage. A questionnaire will be given to you and I will be glad to explain where you will not understand. Thank you very much. I have been explained the purpose of the study and have willingly accepted to participate in this study. I promise to give the information to the best of my knowledge.

Participant’s signature.....Date.....

Researcher’s signature Date.....

Appendix II: Questionnaire for Teachers and head teachers

Kindly fill this questionnaire to the best of your knowledge. Tick in the boxes provided. 2. The information given shall be treated as confidential, purposely for Academic Requirements only.

SECTION A: Background Data

1. What is your gender? Male ☐ Female ☐
2. What is your age?
20-29 Yrs ☐ 30-39 Yrs ☐ 40-49 Yrs ☐ 50 & over ☐
3. Marital status?
Single ☐ Married ☐ Divorced Separated ☐ Widowed ☐
4. For how long have you taught?
0-4 Years ☐ 5-9 Yrs ☐ 10-14 Yrs ☐ 15-19Yrs ☐ 20Yrs & Over ☐
5. How long have you served in this school?
0-4 Years ☐ 5-9 Yrs ☐ 10-14 Yrs ☐ 15-19Yrs ☐ 20 Yrs& Over ☐
6. How long have you been in your current station?
0-4 Years ☐ 5-9 Yrs ☐ 10-14 Yrs ☐ 15-19Yrs ☐ 20Yrs & Over ☐
7. What are your academic qualifications?
Diploma ☐ Degree ☐
8. What are your professional qualification?-----

SECTION B. Dependent Variable; Motivational Practices

Fringe Benefits

Kindly insert your response by use of the scoring system as follows; 4 = strongly agree, 3 = Agree, 2 = Disagree, 1= strongly disagree

How do rate yourself in terms of fringe benefits at your school?

- At our school, teachers are given recognition_____
- Promotions are regularly done at our school_____
- Teachers are always given transport allowances_____

- Teachers are always rewarded for their academic achievements through prizes_____
- The teachers are given medical allowances at school_____
- Teachers who come from far are provided with housing facilities in our school_____
- Some teachers are offered scholarships for further studies in our school_____
- Free meals are provided to teachers in our school_____

Administrative Support

Kindly insert your response by use of the scoring system as follows; 4 = strongly agree, 3 = Agree, 2 = Disagree, 1= strongly disagree

How do rate yourself in terms of administrative support at your school?

- At our school counselling services are offered_____
- Teachers at our school practice good interpersonal relationships_____
- The school management offers staff development support to teachers_____
- The school vision is communicated to teachers by top management_____
- Support supervision is given to teachers in our school_____
- Teachers' challenges are resolved through staff meetings_____
- The school management committee handles welfare issues_____

Physical Work Environment

Kindly insert your response by use of the scoring system as follows 4 = strongly agree, 3 = Agree, 2 = Disagree, 1= strongly disagree

How do rate yourself in terms of physical work environment at your school?

- Accommodation is offered at our school_____
- Safety is granted at our school_____
- There are adequate ICT services at our school_____

- There are adequate classrooms at our school_____
- There are adequate textbooks at our school_____
- There are adequate laboratory services at our school_____
- The teachers' sanitation facilities are adequate and in good conditions____
- The school is free from sound pollution_____
- There is provision for recreational facilities____
- There are adequate utilities like electricity and water at school_____

Section C: Dependent Variable: Teachers' Performance

Kindly insert your response by use of the scoring system as follows; 4 = strongly agree, 3 = Agree, 2 = Disagree, 1= strongly disagree

How do rate yourself in terms of teachers' performance at your school?

- Preparation of teaching aids is done regularly by the teachers____
- Teachers regularly reporting early at work_____
- Teachers always attend school functions and meetings_____
- Supervision of school activities is regularly done by the teachers_____
- Teachers normally participate in extracurricular activities_____
- Regular assessment is done to students_____
- Schemes of work are done by teachers before the beginning of a new term____
- Teachers are always available to handle students' academic queries_____
- Lesson plan is adhered to by teachers while teaching_____

Appendix III: Interview Guide for School Managers (PTA members and Board of Governors)

- Do you think teachers are highly motivated to teach effectively?.....

Yes

No

- If yes, in what ways are teachers properly motivated in your school?

.....
.
.....

- How are teachers motivated in terms of administrative support?

.....
.
.....

- In what ways has the current physical work environment motivated teachers?

.....
.
.....

- What is the state of teachers' performance in this school?

.....
.....
.....

- In what ways has teachers' performance improved in your school?

.....

- What kind of motivational practices would you suggest to motivate teachers for better performance at school?

.....

.....

Appendix IV: Table for determining Sample Size

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Source: Krejcie and Morgan's (1970)

Appendix V: Validity Test Results

Validity Results for Fringe Benefits

Judges	Relevant	Irrelevant
Judge 1	4	2
Judge 2	5	1
6		

$$CVI = 4+5=9 \div 2 = 4.5$$

$$4.5 \div 6 = 0.75$$

Validity Results for Administrative Support

Judges	Relevant	Irrelevant
Judge 1	5	1
Judge 2	5	1
6		

$$CVI = 5+5=10 \div 2 = 5$$

$$5 \div 6 = 0.83$$

Validity Results for Physical Work Environment

Judges	Relevant	Irrelevant
Judge 1	7	3
Judge 2	9	1
10		

$$CVI = 7+9=16 \div 2 = 8$$

$$8 \div 10 = 0.80$$

Validity Results for Teachers' Performance

Judges	Relevant	Irrelevant
Judge 1	8	1
Judge 2	6	3
		9

$$\text{CVI} = 8 + 6 = 14 \div 2 = 7$$

$$7 \div 9 = 0.78$$

Appendix VI: Reliability Test Results

Reliability Statistics for Fringe Benefits

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.880	0.884	6

Summary Item Statistics for Fringe Benefits

Measures	Mean	Range	N of Items
Item Means	3.369	0.949	6
Item Variances	1.550	0.812	6
Inter-Item Covariances	0.557	1.506	6
Inter-Item Correlations	0.369	1.088	6

Reliability Statistics for Administrative Support

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
0.723	0.731	6

Summary Item Statistics for Administrative Support

Measures	Mean	Range	N of Items
Item Means	3.623	0.615	6
Item Variances	1.387	0.939	6
Inter-Item Covariances	0.215	1.351	6
Inter-Item Correlations	0.160	0.803	6

Reliability Statistics for Physical Work Environment

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
0.761	0.754	10

Summary Item Statistics for Physical Work Environment

Measures	Mean	Range	N of Items
Item Means	2.876	0.790	10
Item Variances	1.728	0.359	10
Inter-Item Covariances	0.214	0.939	10
Inter-Item Correlations	0.122	0.515	10

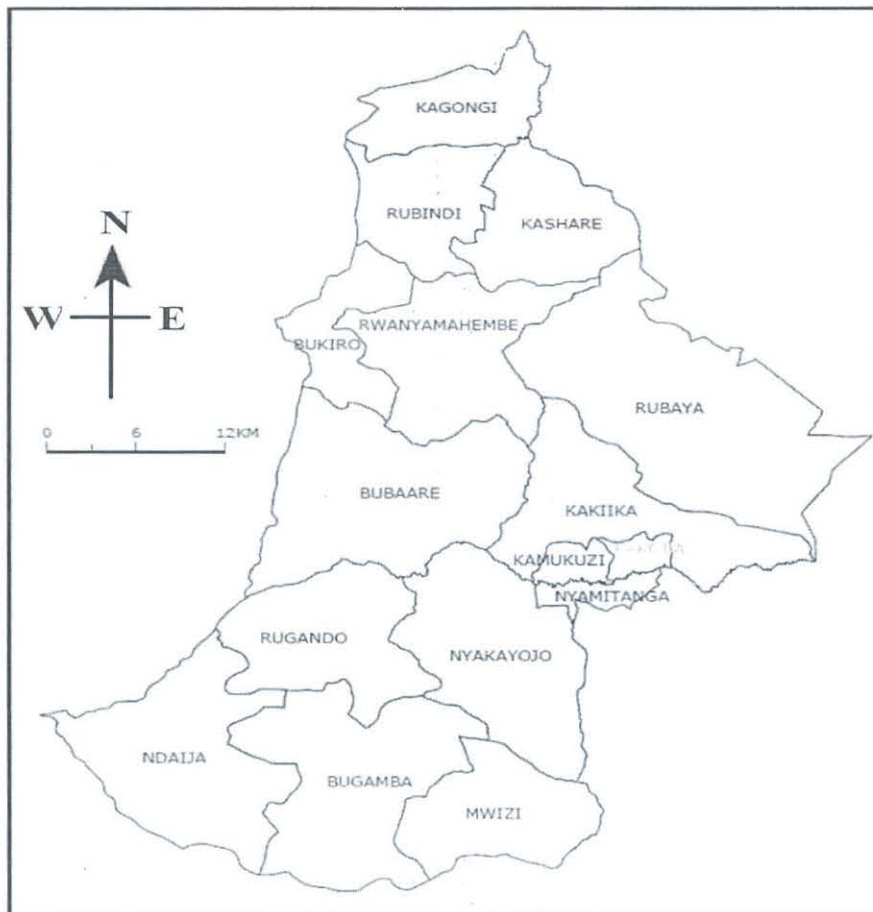
Reliability Statistics for Teachers' Performance

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
0.779	0.781	9

Summary Item Statistics for Teachers' Performance

	Mean	Range	N of Items
Item Means	3.588	0.295	9
Item Variances	1.221	0.664	9
Inter-Item Covariances	0.409	0.558	9
Inter-Item Correlations	0.337	0.447	9

MAP OF MBARARA DISTRICT



Postgraduate Studies and Research Directorate (PGSRD)

August 09, 2017

SILAJI TURYAMUREEBA
MED/4088/153/DU

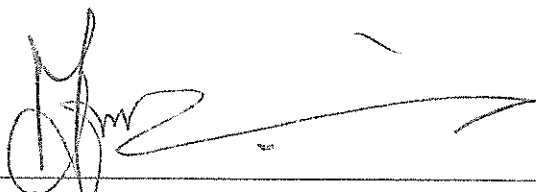
LETTER OF APPROVAL

This is to certify that the research proposal titled **"MOTIVATIONAL PRACTICES AND TEACHERS' PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN MBARARA DISTRICT, UGANDA"** was reviewed by the Research Subcommittee of the Board of Postgraduate Studies and Research Directorate of Kampala International University- Western Campus (KIU-WC) in its meeting on **June 20, 2017** for its Scientific Validity and Ethical appropriateness and was approved subject to minor corrections.

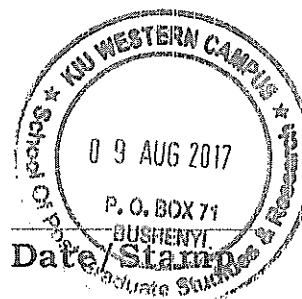
This proposal was finally approved on August 08, 2017 after the expedited review following the minor corrections. You may now start conducting your research.

The Research Subcommittee retains the powers to continue monitoring how you are conducting the research.

Signed by:



Chairman, Research Sub-Committee



"Exploring the Heights"

Dr. Medard Twinamatsiko Katonero, PhD; Email: twinamatsikomedard@yahoo.com; Tel: